

Evaluation of the Driver Improvement Counsellor Training Program

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EXECUTIVE SUMMARY

The purpose of this study was to develop and test a training program for Driver Improvement Counsellors. The ultimate objective was to produce a simple but effective program that could be used to train people who have little or no theoretical knowledge of human behavior to function competently in a specific counseling capacity. The aims of the study were threefold:

1. To provide historical and theoretical background for this program.
2. To describe the actual proceedings in detail.
3. To provide the results of program implementation.

HISTORICAL BACKGROUND

A qualitative study conducted in the spring and summer of 1980 by Smye, MacLeod-Weeks, and Clifford evaluated the processes and immediate outcomes of the driver counselling interviews conducted by the Ontario Ministry of Transportation and Communications with drivers who accumulate nine demerit points. This investigation formed the needs analysis for the present study.

A qualitative approach was taken with information collected from an initial observation period used to prepare a specific coding instrument for a second phase data collection. Initial phase observational information was also utilized in the design of structured counsellor and driver interviews. A three-way comparison was made between counsellor perceptions, observed behaviors and driver perceptions.

That study found that Ontario Driver Improvement Counsellors demonstrated abilities and techniques which produce a positive impact on drivers. Positive impact referred to the nature of the responses given by the driver immediately after the interview. Counsellors placed differing priorities on the various goals of the nine demerit point interview and therefore took different approaches to the interview.

On the basis of these and other findings, six recommendations were made to improve the quality of the program. These were:

1. Explicit and well defined goals should be determined by policy makers (based on recommendations of front-line workers).
2. Standards should be determined for the outcome of the nine demerit point interview.
3. Counsellors should receive behaviorally-based training in line with stated goals, and the effectiveness of this training should be evaluated.
4. A job analysis should be completed for the review counsellor's position, and future review counsellors should be selected for their fit with the job analysis.
5. Ongoing evaluation of the program should be conducted.
6. Review counsellors' work environment and the design of the job should be reviewed.

The present study primarily concerned itself with the first three recommendations; goal setting, standards determination and the development and evaluation of a behaviorally based training program. The procedures used in this study were based on Goldstein's instructional model (1974) which is graphically illustrated on the next page.

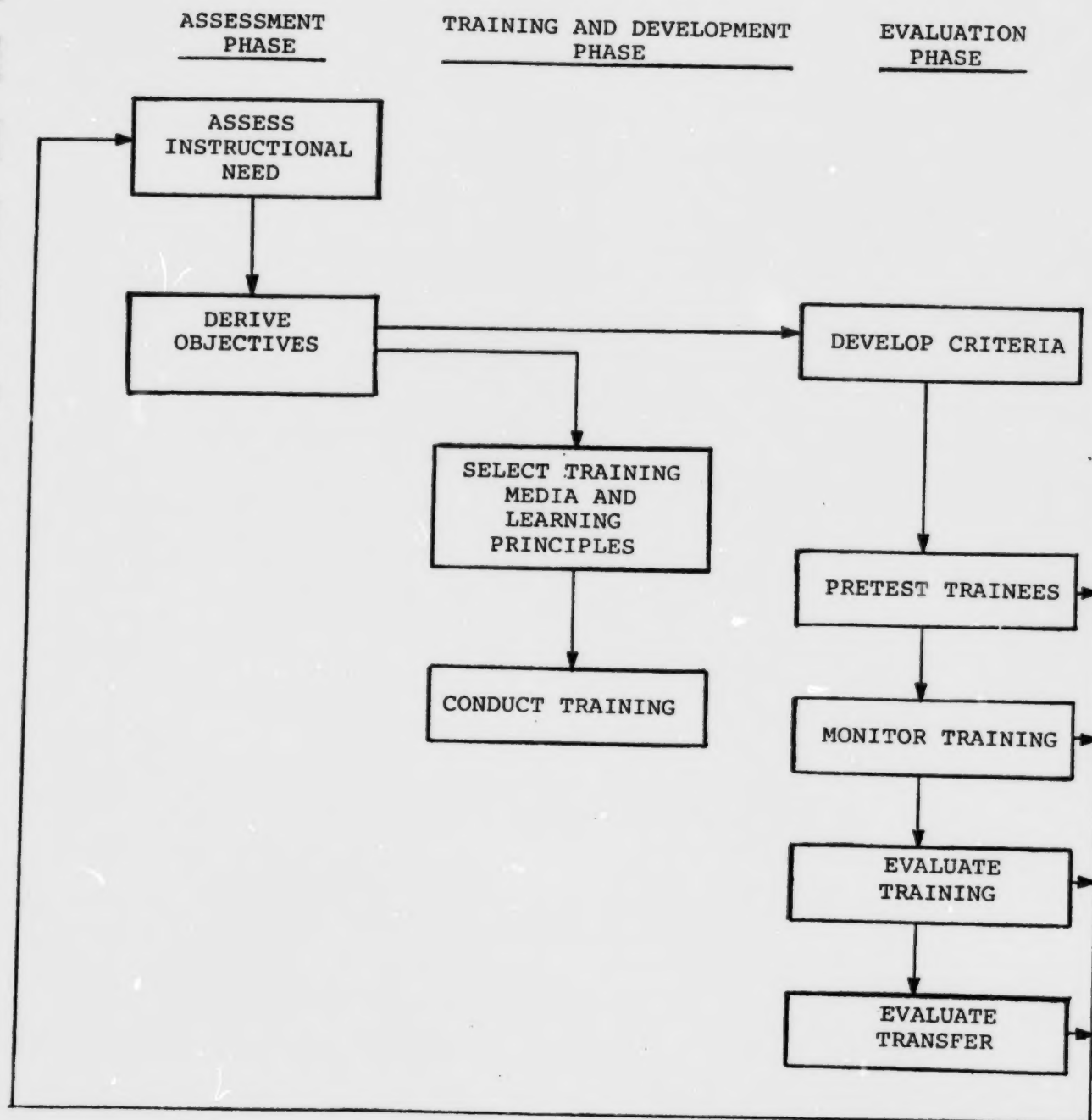


FIGURE 1 - GOLDSTEIN'S INSTRUCTIONAL MODEL

DRIVER IMPROVEMENT LITERATURE

Basically, it was found that there are currently still many unresolved issues and many controversies within the driver improvement field, with researchers disagreeing among themselves both about driver improvement techniques and the interpretation of research results.

There are three types of intervention commonly used in driver improvement programs. These are (1) warning letters, (2) individual hearings and (3) group meetings. The total body of research in all areas is very limited, and it is generally accepted that a direct comparison of methods is inappropriate because each method serves different purposes and has to be judged by independent criteria. Both warning letters and interview formats have much room for improvement, although results from a study by Kaestner and Syring (1967) are highly encouraging for driver improvement specialists wishing to promote the use of individual interviews with problem drivers.

On the basis of the available literature, including that comprising the program evaluation of this specific program, this researcher concluded that the development, implementation and evaluation of a specific training program for Ontario's Driver Improvement Counsellors could make a valuable contribution to the literature in this area.

THEORETICAL BACKGROUND FOR TRAINING PROGRAM

Behaviorally based training was recommended in the initial study. This refers to the specification of criterion measures used to evaluate the performance of the trainee during and at the end of the training program, as well as in the transfer or actual interview setting.

The training program was based in social learning theory which explains human behavior in terms of a continuous reciprocal interaction between cognitive, behavioral, and environmental determinants. In other words, both people and their environments are interdependent and people are seen neither as powerless objects controlled by external forces, nor as completely free agents who can become whatever they choose.

The learning program was designed for both direct and vicarious learning. Modelling was the primary tool used for observational or vicarious learning and the training model was designed to allow counsellors sufficient flexibility to handle individual differences.

METHOD

The sample included all sixteen Driver Improvement Counsellors who were in active service at the time this study was conducted. There were six phases to the study. Procedures and instruments for these six phases are described as follows:

PHASE I

The first phase was a goal setting session conducted with the Driver Improvement Counsellors to develop guidelines for the training program. An overall objective for the Nine Demerit Point Interview program was determined as were specific goals for the counselling interview.

PHASE II

The second phase was the collection of baseline data on pre-training behaviors and attitudes of all Driver Improvement Counsellors. Each counsellor was required to audio tape one day's interview sessions, which were later coded for evaluation of critical verbal behaviors. A job satisfaction measure was administered to each of the counsellors to measure intrinsic and extrinsic job satisfaction and motivation. A self-estimate of competence measure was also administered, which looked at counsellors' perceptions of their ability, performance and social self-esteem.

In addition, four of the original six counsellors who participated in the initial study were given questionnaires to distribute to interviewed drivers. The purpose of this pre-training administration was to determine if there were significant differences in responses obtained to the questionnaire when it was administered in written format as opposed to face-to-face interviewing.

PHASE III

The third phase was the four-day training session which was developed and based on the standardized goals and interview outcomes determined in Phase I of this study. This was a behaviorally based training program and was two part - the first encompassed general counselling theory and the application of interpersonal skills. The second part was specific training for Driver Improvement Counsellors. Evaluation occurred, before, during and at the conclusion of the training program as well as in the transfer setting.

PHASE IV

Driver Improvement Counsellors formed dyads and contracted to monitor their counselling procedures over a four-month period. This was done through an exchange of audio tapes which were self-rated and peer rated.

Skills assessed were specified at the onset of the tapes and were derived from goals set during the training session.

PHASE V

The fourth phase was a two-day follow-up session, the purpose of which was to give Driver Improvement Counsellors feedback on their counselling skills in a supervised practice setting. Peer evaluation of skills was the primary technique used here.

PHASE VI

The final phase of the study was the post-training data collection. Audio tapes, job satisfaction measures, self-estimates of competence and driver questionnaires were again collected, coded and scored. In this case, all counsellors had drivers complete questionnaires.

RESULTS

GOAL SETTING

Consensus was obtained on an overall program objective and on five interview goals. They are as follows:

Program Objective: "To motivate the driver to improve his/her driving behavior."

Interview Goals: (1) "To find out how the driver is developing a record." (2) "To obtain driver's self-analysis of his/her driving record." (3) "To provide corrective information." (4) "To establish driver's future intent and obtain commitment." (5) "To evaluate, then determine action, and explain."

COUNSELLOR PEER EVALUATIONS

Counsellors were rated by their peers on seven skills. Considerable consistency emerged between skill categories, with ratings obtained falling within a fairly narrow range for each counsellor.

PERFORMANCE SELF-ESTEEM MEASURE

It was expected that positive changes would occur in counsellors' performance self-esteem as a result of the training taken. T-Tests of significance indicated that

score differences were not significant for total scores, nor for Ability, Performance or Social sub-scores. This means that the overall change anticipated did not occur. What did occur, however, was a two-directional shift in pre and post scores in the Performance sub-scale.

Eight of the counsellors increased their scores after training while five decreased and one score did not change. When we compare these scores with peer ratings, it is interesting to note that the counsellors whose Performance Self-Esteem Scores decreased are generally those judged most highly skilled by their peers. It is hypothesized that this anomaly may reflect more awareness of the range and quality of skills required after having been exposed to the training program.

COUNSELLORS' INTERVIEW BEHAVIORS

Four interviews prior to training and four interviews after training were coded for each counsellor based on a nine item checklist as well as an eleven item Quantity section. Significant change occurred in four categories and near significant change in two. In the checklist section, "obtains agreement that a problem exists" and "obtains commitment for change" showed significant change, while "generates alternate solutions" obtained near significance.

In the Quantity section, significant change was obtained in the "gives information" and "checks out driver's understanding" categories, while near significance was obtained in the "paraphrases driver's statements" category.

Comparison of peer ratings of counsellors and their actual taped behaviors indicates a positive correlation between the ratings obtained and their learning or application of new counselling techniques. Counsellors rated higher by their peers obtained more positive directional behavior shifts than did those rated lower.

JOB ATTITUDE SURVEY

During the time period just prior to commencement of training, and just after training was completed, the perceptions of the counsellors changed significantly in two areas. These were the intrinsic factors, "performing creative work" and "receiving more responsibility". These changes indicate a positive change in the counsellor job satisfaction and motivation.

DRIVER OPINION QUESTIONNAIRES

Reponses to questionnaires were compared to the initial study as well as from pre and post training. A comparison of the biographical data indicates that we were basically dealing with similar populations according to age, sex, marital status and family size. In addition, general categories of occupational distribution and whether or not the driver had formal driver training remained fairly constant.

The feelings the driver experienced after the interview were consistent across the three questionnaires, as were the driver's expectations prior to the interview. However, the effect of the interview letter varied considerably. Counsellor's perceived attitudes underwent some changes across time with listening and consideration showing the most improvement.

Drivers' perceptions of counsellors goals were consistent across time, indicating that the basic goals were understood by the counsellors, prior to them being stated and refined. What drivers learned from their nine demerit point interviews changed considerably over time with a number of changes occurring between the initial study and the pre-training session. However,

drivers did indicate they learned "more concern about driving", "where mistakes were made" and obtained "specific tips on driving and laws" after training took place.

The reasons given for making changes in their driving habits changed dramatically after training. These were "counsellor was frank, concerned, and sincere and explained the situation", and "accidents, safety, effects of poor driving".

COMPARISON OF DRIVER OPINIONS WITH COUNSELLORS' INTERVIEW BEHAVIORS

Drivers perceived counsellors to be respectful and considerate and said they listened and appreciated their circumstances. In addition, negatively perceived attributes decreased. This corresponds with the significance and near significance obtained in the "paraphrases driver's statements" and "checks out driver's understanding" categories.

Counsellors were also perceived by drivers after training as being more concerned with change in driving habits. This corresponds with significant change occurring in the counsellors' behavior relating to obtaining agreement that a problem exists and obtaining commitment for change.

Drivers stated they were willing to change because of safety factors and other knowledge obtained during the interview. This is consistent with the counsellors significant change in the "gives information" category.

CONCLUSION

The results of this program indicate that the driver Improvement Counsellor Training Program was successful in a number of areas. Driver Improvement Counsellors are more effective as substantiated by their taped interviews and by the results obtained from the Driver Questionnaires. The overall counselling program objective , which was "To motivate drivers to improve their driving behavior" has been met, according to the drivers' self-report statements .

The interview goals, which also were established as a basis for designing the training program, have been met in varying degrees and justification for this claim appears in the main body of this report.

Intrinsic goals of the program were met with counsellors measurably perceiving their work as more creative and they are more impressed with the responsibility associated with their work.

Further training is recommended on the basis that counsellors have demonstrated both motivation and ability to improve their skills.

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1/ INTRODUCTION

The purpose of this study was to develop and test a training plan for non-professional counsellors to determine if a short, systematic instructional program could produce the knowledge, skills and insights necessary for effective functioning in a non-psychotherapeutic interview situation. Central to the approach was the use of a methodology which outlined the setting of overall program objectives and specific interview goals. It additionally provided a detailed step-by-step plan of the procedures to be followed in the teaching of the knowledges and skills required to implement these goals. The ultimate objective was to produce a simple but effective program that could be used to train people who have little or no theoretical knowledge of human behavior to function competently in a specific counselling capacity. The aims of this study were threefold:

1. To provide historical and theoretical background for this program.
2. To describe the actual proceedings in detail.
3. To provide the results of program implementation.

2/ HISTORICAL BACKGROUND

A qualitative study conducted in the spring and summer of 1980 by this researcher and two colleagues evaluated the processes and immediate outcomes of the driver counselling interviews conducted by the Ontario Ministry of Transportation and Communications with drivers who accumulate nine demerit points. That investigation forms the basis of the needs analysis for the present study. Sections 2.1 and 2.3 briefly describe the work conducted in the needs analysis. For more detailed information, please refer to the original work by Smye, MacLeod-Weeks, and Clifford, 1980).

2.1/ Method & Procedure of Needs Study

Phase I of the initial needs study began with two day observations of a sample comprised of one-third of the total complement of counsellors. A global open-ended observation instrument was used to collect verbal and non-verbal behaviors of counsellors and drivers. The three major categories examined for each were (a) what the person "said" - the word content, (b) what the person "did" - the actions displayed, and (c) what the person "looked like" - the facial expressions. Each counsellor was treated as an individual case study. The information collected was used to prepare a specific coding system for Phase II data collection and also used in the design of structured counsellor and driver interviews.

Phase II of the needs analysis study began with an in-depth interview with each of the the six counsellors. Using open-ended and forced-choice questions, this interview examined the counsellors' self reported perceptions of the interview process, including their objectives, perceptions of their own behavior and their perceptions of drivers.

During the second two-day observation which immediately followed each of the structured counsellor interviews, behaviors of the counsellor were recorded on the three-part Behavioral Observation Coding System specifically designed for the needs analysis study. Part One of this coding system was a Quality Section wherein the researcher was required to make a judgement on global behaviors. Examples of the types of behaviors investigated are "gives clear information" or "controls interview". Ratings were given on a scale of 1 to 5, with 1 being low quality and 5 high quality. The second part of the instrument was a checklist and measured behaviors that generally occurred only once during the interview. Sixteen verbal behaviors and thirteen non-verbal behaviors were listed; examples of these are, "explains purpose of interview" and "maintains eye contact with driver". The third section of this coding system was a Quantity section which required the observer to actually record the number of times the counsellor engaged in a particular activity. "Asked open-ended questions" is an

example of one of the twenty-one Quantity activities recorded. Estimates were made by the experimenter on percentage of interview time the counsellor talked and on the timing of the counsellor's decision of interview outcome. The interview itself was timed and some basic driving related data were collected.

Immediately following the driver counselling interview, the driver was questioned by a second researcher using the Driver Structured Interview format developed from the Phase I data collection. Again, using open-ended and forced-choice questions, this interview examined drivers' perceptions of the counselling interview, including their own feelings toward the process and their views of what the counsellor was attempting to do.

2.2/ Results and Conclusions

The first major finding of the initial investigation was that interview objectives and outcomes are not consistent, either between or within counsellors. For instance, in an effort to establish interview goals, sixteen possible goals were presented on small cards and the counsellors were asked to rank them in order of their priority. Using a weighted ranking method, the goal - "find out why drivers are accumulating points" - was rated first overall. Of the six counsellors participating in this study, three ranked it first outright, while the other three ranked it second,

fourth and sixth. A similar result was obtained for other goals, as well as for the counsellors' perceptions of how they achieved their desired outcomes. In addition there was little similarity in counsellors' perceptions of their actual role in the interviewing process. In fact, the various titles by which they refer to themselves are indicative of this discrepancy. One who calls himself a "Driver Improvement Officer" sees his role as purely educational - he tells drivers, "We are not here to take your licence away, but to help you keep it", a direct contradiction to the notice of interview letter received by the driver. Two others call themselves "Review Officers". One of these perceives this title as authorization to perform a monitoring function and he thoroughly reviews each driver's record and investigates the driver's reasons for becoming involved in the infractions listed. The other "Review Officer" focuses less on the driver's attitude and more on the length of the record and severity of the infractions, and uses his position primarily to judge the driver's actions and decide whether or not the driver should be permitted to retain his/her driving privileges.

A second major finding was that there is a large range of average length of interview time, and that in both quality and quantity factors, interviews vary widely. For example, the length of time taken for a demerit point interview ranged from 8 minutes, 10 seconds to 42 minutes, 12 seconds.

The overall average time for the 125 interviews across six counsellors was 19 minutes, 5.4 seconds, with a between counsellors average time ranging from a low of 12 minutes, 38.6 seconds to a high of 24 minutes, 42.2 seconds.

The three-part Behavioral Observation Coding System yielded varying results. In the Quality section, all counsellors observed demonstrated the ability to effectively engage in the activities listed. Some demonstrated this ability consistently, while others did only sporadically. It was found, however, that ratings on Quality activities were directly related to the length of interview time, with the two counsellors who consistently obtained high Quality ratings also having the longest average interview times.

In the Verbal/Non-verbal Checklist section, few behaviors were found to be consistent across counsellors, although a number of counsellors were consistent within their own interview format.

The Quantity observations yielded more similarity than did the other two sections, with a few notable exceptions. The major differences were centered around questioning techniques, elaboration and clarification activities, reinforcement of drivers' contributions and information giving. Inconsistencies were also noted between positive and negative counsellor evaluation of drivers, self and others.

Counsellors' job satisfaction was low and they did not see themselves as particularly effective. This was assessed by comments both solicited in the structured interview and unsolicited. Some of these were: "...the structure of the organization". We have too many bosses trying to regulate our work... you don't have that real concern of people doing the same work that understand what you are trying to accomplish", and "But we get into evaluating the program...the esteem that the program has when you relate to the managers, then we find out it is entirely contrary to stated policy up front", and also "I cannot see how I am getting this (unconcerned) kind of driver and three or four other review officers are getting this kind of driver and the majority of others (say they) don't. I really don't understand that.", and finally, "I want to get front page coverage that we do demerit point interviews and if nobody looks at it sincerely, then we're in trouble."

On the other hand, a generally positive impact from the interview process was reported by drivers who frequently considered the interview to be instrumental in increasing their own awareness of their driving habits and/or in promoting positive change in their driving behavior.

2.3/ Recommendations

On the basis of the findings, the nine demerit point interviews were found to be at least minimally effective, and the following six recommendations were made to improve the quality of the program:

1. Explicit and well-defined goals should be determined by policymakers (based on recommendations of front-line workers).
2. Standards should be determined for the outcome of the nine demerit point interview.
3. Counsellors should receive behaviorally-based training in line with stated goals, and the effectiveness of this training be evaluated.
4. A job analysis should be completed for the review counsellor's position, and future review counsellors should be selected for their fit with the job analysis.
5. Ongoing evaluation of the program should be conducted.
6. Review counsellors' work environment and the design of the job should be reviewed.

The present study primarily concerns itself with the first three recommendations, goal setting, standards determination and the development and evaluation of a behaviorally-based training program. The instructional model following, from Goldstein (1974), graphically illustrates the procedures used in the present study.

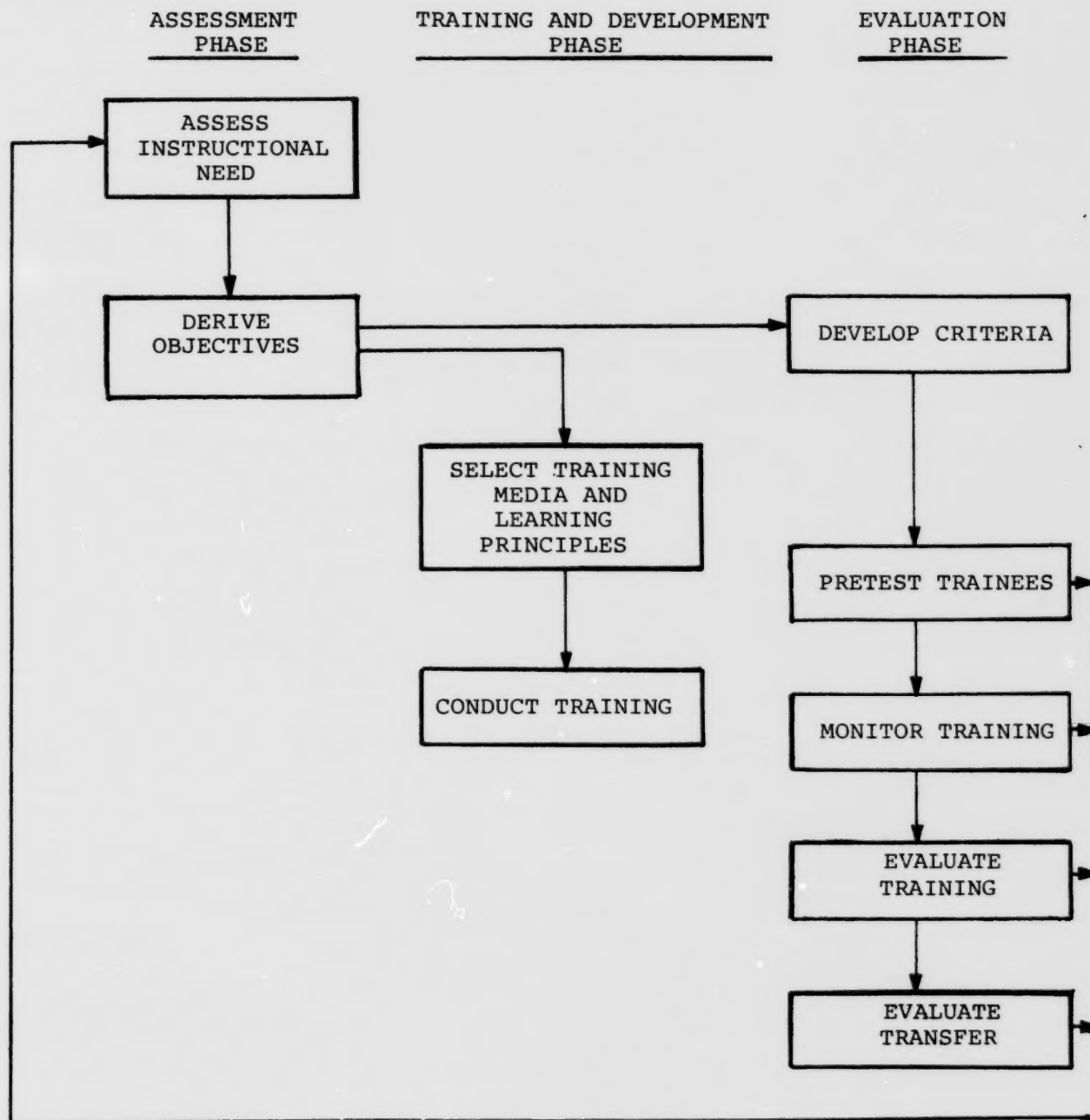


FIGURE 1 - GOLDSTEIN'S INSTRUCTIONAL MODEL

3/ DRIVER IMPROVEMENT LITERATURE

As stated in the introduction of Marcus' (1979) review of the driver improvement literature:

"The field of driver improvement is still very much in its infancy. Serious and systematic research has been undertaken for the most part only in the past twenty years or so. A large number of research studies have appeared in this period. However, ... it took many years for researchers to begin to appreciate the complexities and difficulties of applied social research in driver improvement, as distinct from studies carried out in controlled laboratory environments. As a consequence, many of the earlier research results are now considered suspect."

This statement led to the conclusion that there are currently still many unresolved issues and many controversies within the driver improvement field, with researchers disagreeing among themselves both about driver improvement techniques and the interpretation of research results. With this firmly established, the next step is to look at some of the less controversial evidence.

3.1/ Demographic Data

The demographic information obtained from drivers in our needs analysis indicated that compared to other studies of traffic violators, we obtained a fairly representative sample. Our typical nine demerit point interviewee was a single, male, skilled worker, 23 years of age who had been driving between 3 to 5 years.

Although not entirely consistent, studies by Pelz and Schuman (1971), Brezina (1969), and Chipman and Morgan (1975), generally agree that the age curve of convicted traffic offenders peaks between 20 and 25 years. In their Mississippi Study, McGuire and Kersh (1971) found that age, of all the factors they considered, had the highest correlation with accident frequency.

Findings are fairly consistent on the sex and marital status variables as well. Peck, McBride and Coppin (1969) found that males are over-represented in violation and accident statistics, as are single drivers. Coppin and Samuels (1961) in a California sample had 23% who were "work connected/professional drivers" and 45% in various other "blue collar" occupations. Our Ontario sample had 18% in the first category and 51% in the second.

There appears to be little or no consistent findings in the literature as related to personality factors and accident proneness. Nor has the search for differences in attitudes as an explanation for differences in driving performance proved fruitful. However, there is literature on the safe driver and it is relatively consistent. As reported in Marcus (1979), the safe driver tends to be socially conforming and responsible (Beamish and Malfetti, 1962); is more socially restrained, more cautious and less temperamental (Schuster & Guilford, 1959); controls hostility better and

is less self-centered (Tillman & Hobbs, 1949); is more tolerant and more even tempered (McGuire, 1956); and is less energetic and active (Rainey et al, 1961).

3.2/ Evaluation of Driver Improvement Programs

There are three types of intervention commonly used in driver improvement programs. These are (1) warning letters, (2) individual hearings, and (3) group meetings. The total body of research in all areas is very limited. Most of the research available, especially those studies meeting generally accepted standards of scientific research, have been done on the group meeting process. There have been very few studies of warning letters or of the individual interview hearing.

An additional study which may help to clarify this matter is presently underway in Ontario. It is attempting to determine the effectiveness of the presently existing nine demerit point interview by examining the future performance of drivers who reached this demerit point level in November and December 1979 and January 1980. These drivers were randomly assigned to one of three treatment groups: the standard interview, a warning letter only, or no treatment at all. The records of these drivers are presently being followed and will be analyzed at the end of 1981 in order to measure the effect of each type of treatment on subsequent violation and accident involvement.

It has been suggested by this researcher that records of drivers who are interviewed after the counsellor training program is completed should also be monitored and compared to those receiving pre-training counselling. This would fulfill the requirements of the 5th recommendation of the needs analysis in terms of both cost benefits to the Ministry, as well as contributing much needed feedback to the counsellors. Additionally, this measure would provide conclusive evidence as to whether or not the counsellor training has produced the desired outcome as related to the Ministry's organizational objectives.

There are two basic camps of opinion concerning the individual interview versus the group interview as the most effective intervention (Marcus, 1979). However, existing results do support the view that an individual interview, particularly when it is tailored to the needs of a specific problem driver, can have beneficial results. The data supporting this conclusion comes mainly from two studies, Henderson and Kole (1967) and Kaestner and Syring (1967).

The New Jersey driver improvement program described by Henderson and Kole with accident-involved drivers, used a highly individualized clinic-type procedure which included background information interview forms, law knowledge examinations, written psychological tests, psychological testing

and terminal counselling. The countermeasure for the experimental group was clinic processing; the controls were exposed to no countermeasure. The results revealed that generally, fewer offences occurred with the experimental group after processing, than occurred among the control group over a comparable time period.

Also in 1967, Kaestner and Syring developed a structured interview and then evaluated it in a series of three further studies conducted in 1967 and early 1968. Their goal was to establish whether it is possible to devise an individual interview lasting less than an hour that can have some demonstrable effect on the individual's behavior. As outlined in Marcus (1979), they used typical driver improvement interviewers, but put them through an intensive training program designed to produce a high degree of uniformity in the interview sessions.

The evaluation compared problem drivers receiving this treatment with a comparable sample of drivers in a no-contact control group. The results showed "(1) significantly more interviewed drivers were able to drive one full year without either a serious moving violation or avoidable accident; (2) the time before the first traffic involvement was significantly longer for the interviewed drivers than the control group drivers; and (3) interviewed drivers had

significantly fewer total entries, serious moving violations, chargeable accidents and questionable accidents than the control group drivers." (Marcus, p. 38)

Despite the controversy over the relative effectiveness of the different methods of driver improvement, Marcus (1979) states that a direct comparison of methods is inappropriate because each method serves different purposes and has to be judged by independent criteria. As found with warning letter methodology, the ideal individual interview has still not been developed, however, the Kaestner and Syring (1967) results should be seen as highly encouraging for driver improvement specialists wishing to promote the use of individual interviews with problem drivers.

3.3/ Conclusions

Weighing the available literature, it appeared to this researcher that the individual interview format is capable of producing beneficial results. The needs analysis of the Ontario nine demerit point interview system indicated that the program was at least minimally effective and thus had potential for further development through an in-depth training process. It was concluded that the development, implementation and evaluation of a specific training program for the counsellors conducting these interviews could make a valuable contribution to the literature in this area.

4/ THEORETICAL BACKGROUND FOR TRAINING PROGRAM

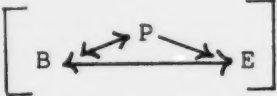
4.1/ Behaviorally-Based Training

Recommendation 3 from the needs assessment study stated that "counsellors receive behaviorally-based training in line with stated goals, and the effectiveness of training be evaluated". By behaviorally-based training we refer to the specification of criterion measures used to evaluate the performance of the trainee during and at the end of the training program, as well as in the transfer setting (actual interview situation.)

This is accomplished through the setting of behavioral objectives specifying what the trainee will be able to accomplish when the instructional program has been successfully completed. They also indicate the conditions under which the performance must be maintained and the standards by which the trainee will be evaluated (Myer, 1962). Behavioral objectives thus communicate the goals of the program to both the learner and the training designer. From these goals the designers can determine the appropriate learning environment and the criteria for examining the achievement of the objectives (Goldstein, 1974).

4.2/ Social Learning Theory

The psychological theory in which the training program is grounded is social learning theory (Bandura and Walters, 1963) (Bandura, 1977). Social learning theory approaches the explanation of human behavior in terms of a continuous reciprocal interaction between cognitive, behavioral, and environmental determinants. According to Bandura (1977) the term reciprocal is used in the sense of mutual action between events rather than in the narrower meaning of similar or opposite counter-reactions. It is thus postulated that within this process of reciprocal determinism lies the opportunity for people to influence their destiny as well as the limits of self-direction. This conception of human functioning neither casts people into the role of powerless objects controlled by environmental forces, nor as free agents who can become whatever they choose. In this paradigm both people and their environments are reciprocal determinants of each other and are considered interdependent.

In the social learning theory of interaction  behavior (B), other person factors (P), and environmental factors (E) all operate as interlocking determinants of each other (Bandura, 1977, p. 10).

Traditional learning theory has been extended and redefined by this concept. Environmental and personal determinants of behavior are no longer viewed as separate entities jointly influencing behavior, but rather each determines the operation of the other. Bandura (1977) states:

"Thus behavior partly determines which of the many potential environmental influences will come into play and what forms they will take; environmental influences, in turn, partly determine which behavioral repertoires are developed and activated. In this two-way influence process, the environment is influenceable, as is the behavior it regulates.
(p. 195)

Learning can be acquired either directly or vicariously. New response patterns acquired through direct experience are basically the results of the positive or negative effects that the action produced. Behaviors that are viewed as successful are selected for future use and behaviors that are ineffectual or produce punishing outcomes are discarded.

Vicarious learning occurs observationally through modelling. Modelling influences produce learning primarily through the transmission of information to observers on how responses can be synthesized into new patterns. Verbal description, pictorial representation and physical demonstration are all methods by which this response information is conveyed.

In the social learning theory model, reinforcement is considered a facilitative rather than a necessary condition because factors other than response consequences can influence what people attend to. Social learning theorists do not disagree with the assumption that the consequences of actions strongly influence whether or not people choose to perform what they have learned through observation. It should be noted, however, that traditional reinforcement influences are expanded in the social learning theory model to include external, vicarious and self-generated consequences.

Modelling as a teaching tool enables educators to exert a strong influence on shaping the behaviors of the people they are training. Skills development is perfected through use of a process that closely parallels everyday learning: beginning with exposing the subjects to a model, then having them attempt to approximate the modelled behavior and gradually refining their actions through self-corrective adjustments on the basis of informative feedback from performance, and from focussed demonstrations of segments that have only been partially learned. This is basically the format used in this training design.

Because driver improvement interviews are considered to be most beneficial when they are tailored to the needs of the specific problem driver it is important to ensure that this training methodology permits the counsellors sufficient

flexibility to handle individual differences. It has been found that innovative patterns do emerge when observers are exposed to a diversity of models (Bandura, Ross and Ross, 1963), and that various aspects of different models are incorporated into the observer's repertoire to later emerge in different combinations.

4.3/ Summary

Section 2 has reviewed the needs assessment of the nine demerit point interview system as it presently exists in Ontario. Section 3 has reviewed the literature on driver improvement, looking at the demographics of the problem driver, and has surveyed the evaluation of driver improvement programs. Additionally, the format of behaviorally based training has been discussed, as well as a model for its implementation (Section 4). The training methodology has been explained in terms of social learning theory and its implications for skill development through continuous reciprocal interaction between cognitive, behavioral and environmental determinants.

5/ METHOD

5.1/ Sample

There are normally eighteen driver improvement counsellors in the Province of Ontario. At the time this study was conducted, there were sixteen counsellors in active service and all sixteen were involved in the present study. All driver improvement counsellors are male so the sample was 100% male.

5.2/ Instruments

Phase I

The first phase of the study was a goal setting session, which was conducted with the driver improvement counsellors to determine (a) an overall objective for the program and (b) specific goals for the counselling interview. No instruments as such were used in this exercise.

Phase II

Base line data on pre-training behaviors and attitudes were collected on all driver improvement counsellors. Each counsellor was required to make an audio tape of one day's interview sessions. The Behavioral Audio-tape Coding System used to code these interviews was a modification of the one developed for the initial needs analysis study. It, of necessity, was limited to verbal behaviors and those which

(a) were deemed most critical to successful interviewing techniques in the initial study, and (b) were specific to behaviors developed in the training session in response to the goals of the counselling interview as established in Phase I of this study.

The Behavioral Audio-Tape Coding System is a two-part form. The first part consists of a checklist of nine behaviors which would only occur once during an interview. Examples of these behaviors are: "explains purpose of interview" and "obtains commitment for change".

The second part of this form is a Quantity Items section, where specific behaviors are counted as they occur during the interview process. Examples of these are "asks open-ended questions" and "paraphrases driver's statements".

This Behavioral Audio-Tape Coding form can be found in Appendix A, page 97.

A job satisfaction measure was administered to each of the counsellors. The instrument used was the J.A.S. (Job Attitude Survey) developed by Dr. Shoukry D. Saleh, Department of Management Sciences, University of Waterloo in 1971. This test is designed to measure intrinsic and extrinsic job satisfaction and motivation. In terms of Maslow's need hierarchy (Motivation and Personality, 1970), self-esteem and self-actualization or growth needs underly the intrinsic

factors. The bases of the extrinsic factors are the physiological, safety and social needs, or what are sometimes called the deficiency needs. The classification of factors into intrinsic and extrinsic is based on Herzberg's work in which he advocates intrinsic factors as the main source of satisfaction and motivation and the extrinsic factors as the main source of dissatisfaction. (The Motivation to Work, 1959 and Work and the Nature of Man, 1966)

Seventeen scores are obtained: praise and recognition, growth in skill, creative work, responsibility, advancement, achievement, salary, security, personnel policies, competent supervision, relations-peers, relations-subordinates, relations-supervisors, working conditions, status, family needs and general intrinsic. Norms are developed in percentile form along four dimensions: sex, education, age and position. There are five categories in the age dimension and eight different position descriptions.

There are both a long and short form of this pencil and paper test. The long form has 120 items, while the short form has 60. No significant differences have been found between the reliability of the two forms, however, the short form is designed to be used where only the general intrinsic score is required. Since this study also wanted to look at extrinsic factors, the long form was used. (Appendix A, page 97)

The third instrument used in Phase II was a self-estimate of competence measure developed by Dr. Jayne E. Stake, University of Missouri, St. Louis 1979. This instrument was selected because of the recent criticism of global measures of self-esteem (e.g., Franks & Marolla, 1976; Simpson & Boyle, 1975). Evidence has been provided that more specific self-esteem measures are more successful in making specific behavioral predictions. This researcher was concerned that counsellor self evaluations might not be constant across dimensions and across situations so the Stake instrument was used, which gives not only a total score but sub-scores on ability, performance and social self-esteem ratings. (Appendix A, page 97)

The final instrument used was the Driver Questionnaire (Appendix A, page 97). This instrument asked the same questions of drivers as did the second researcher in the initial needs study. It consisted of fourteen questions and included biographical data as well as questions designed to elicit the drivers' perceptions of the interview process. This was done through the use of both open-ended questions and forced choice questions. This instrument was only administered to the drivers of the four driver improvement counsellors who had taken part in the initial study and were available at the time of this pre-training administration.

This was done to assess differences which might have occurred through time as well as to consider changes in responses elicited by questionnaire as opposed to interview format.

In summary, there were four instruments used in Phase II, which are as follows:

1. Job Attitude Survey
2. Performance Self-Esteem Scale
3. Driver Questionnaire
4. Behavioral Audio-Tape Coding System

Phase III

Based on the standardized goals and interview outcomes which were developed in Phase I of this study, a four day training session was developed and implemented. The training manual can be obtained from the Staff Development Section of the Ministry of Transportation & Communications.

Phase IV

At the end of the training session, Driver Improvement Counsellors were assigned to dyads and within this buddy-system were requested to monitor their counselling procedures over a four month period. This was accomplished

through exchange of audio tapes. Rating sheets were provided for self and other evaluation in order to give continuous feedback on learning implementation and to enhance problem solving skills.

Rating sheets used here were the two part evaluation forms used in the final portion of the training session. Counselors were rated on a five-point scale ranging from 1 (poor) to 5 (excellent) on seven different skills. Examples of these were "ability to listen" and "ability to engage driver". The second part of the evaluation form left space for written comments on "what I liked" and "what I didn't like", on both the process and content of the interview. (Appendix B, page 113)

Phase V

Driver Improvement Counsellors returned to the training centre for a supervised practice and feedback session, four months after the initial four day training session. A course outline for this final two day session of this training-across-time model can be obtained from the Transportation Technology and Energy Division. Peer evaluation of skills occurred using the same Rating Sheets as were used in Phase IV.

Phase VI

The final phase of this study was the post training data collection. Post training audio tapes, job satisfaction measures and self-estimates of competence (as described in Phase II) were again collected and coded or otherwise scored. As in Phase II, the four instruments used were:

1. Job Attitude Survey
2. Performance Self-Esteem Scale
3. Driver Questionnaire
4. Behavioral Audio-Tape Coding System

5.3/ Procedure

Phase I

The major purpose of Phase I was to develop guidelines for the training program to be conducted in Phase II. Two tasks were involved in this process. The first was to determine an overall objective for the Nine Demerit Point Interview Program, and the second was to determine specific goals for the counselling interview itself.

The eighteen counsellors were gathered in a group and apprised of their goal and objective setting task by the researcher. The method used was a group brainstorming session, followed by a theme analysis of the ideas generated.

Small group discussion followed with ranking of items and these were then presented to the entire group for further discussion and consensus on the overall program objective and the specific counselling interview goals.

Phase II

Prior to the four day training session, a pre-training package was sent to all counselling course participants. This package included Stake's Performance Self-Esteem Scale, Saleh's Job Attitude Survey, and instructions for audio-taping one day's driver improvement counselling interviews.

A covering letter was included for the counsellors to give to drivers informing them of the research project. Four of the six counsellors who had taken part in the initial Nine Demerit Point Counselling Interview Program Evaluation and were counselling at the time of this pre-training administration also distributed the Driver Questionnaire to all of the drivers they interviewed over a two day period. The purpose of this exercise was to determine if there were significant differences in responses obtained to the questions when they were presented in written questionnaire format as opposed to being obtained by face-to-face interviewing.

Data obtained from the pre-training Phase II of the project were neither coded nor scored until post-training data were also available. Pre and post audio tapes were combined and randomly assigned numbers so the person rating them would not know whether they were made before or after training. A research assistant was trained to evaluate the audio tapes to maintain objectivity as well as to avoid the possibility of the primary researcher recognizing the voices of the counsellors. Four taped interviews were coded for each counsellor, including the first and last of the day, plus two in the middle.

Phase III

A behaviorally based four day training program was designed, using social learning theory techniques. This program was two part - the first encompassed general counselling skills, imparting basic counselling theory and the application of interpersonal skills. The second part was specific training for driver improvement counsellors. Based on the standardized goals and interview outcomes which were developed in Phase I of this study, criterion measures were specified to evaluate the performance of the trainee. Evaluation occurred before, during and at the conclusion of the training program, as well as in the or actual interview transfer setting. The social learning theoretical background for

this training program is more fully described on pages 17 to 20, in Section 4 of this study. The entire four-day Training Manual can be obtained from the Transportation Technology & Energy Division.

Phase IV

During the final portion of the Phase III Training Session, Driver Improvement Counsellors formed dyads and contracted to monitor their counselling procedures over a four-month period. This was accomplished through exchange of audio tapes. The counsellor was instructed to inform his partner, which skills he was attempting to perfect at the onset of the tape. These were derived from the Force-Field Analysis of counselling strengths and weaknesses, which in turn were obtained from peer evaluation of counselling skills during the training session. Rating sheets were provided for self evaluation and dyad partner evaluation. Counsellors were instructed to retain their across-time ratings and submit them to the researcher at the time of the follow-up session.

Phase V

Four months after the initial four-day training session, counsellors were brought together for a two-day follow-up session. The purpose of this second session was to give

counsellors feedback on their counselling skills in a supervised practice setting. A complete description of the activities of this follow-up session can be obtained from Transportation Technology & Energy.

Phase VI

At the conclusion of the two-day follow-up session described in Phase V, counsellors were given post-training packages, containing the same three instruments used in the Phase II data collection. The only difference in the post-training data collection was that every driver improvement counsellor distributed Driver Questionnaires to their clients.

5/ RESULTS AND DISCUSSION

6.1/ Program Objective and Interview Goals

The initial brainstorming session produced 32 items which were flipcharted by the researcher as they emerged from the group. When all ideas appeared to be exhausted, the group undertook a theme-analysis, grouping those items which were related. The most difficult task appeared to be separating activities from desired outcomes and creating operational definitions of goals and objectives.

The large group of eighteen counsellors split up into four small groups of four or five members and the items were recombined into specific goals and objectives and then rated by the group in order of their importance. The small groups then reported back to the large group on their decisions and the new goals were written on the flipcharts.

Consensus was obtained firstly on the overall program objective, and after considerable negotiation and rewording five specific interview goals emerged and consensus was obtained for these goals by the entire group. (Table 1, page 33)

The program objective and five interview goals were approved as presented here, by the Ontario Ministry of Transportation and Communications policy authorities.

Program Objective:

To motivate the driver to improve his/her driving behavior.

Interview Goals:

1. To find out how driver is developing a record.
2. To obtain driver's self-analysis of his/her driving record.
3. To provide corrective information.
4. To establish driver's future intent and obtain commitment.
5. To evaluate, then determine action, and explain.

TABLE 1 - DRIVER IMPROVEMENT COUNSELLING PROGRAM
OBJECTIVE AND INTERVIEW GOALS.

6.2/ Inter-rater Reliability

Inter-rater reliability was established for the coding of the taped pre and post training nine demerit point interviews. Interview tapes from the initial study were used to train the coder and for pre-testing purposes. Eight randomly selected interviews from two counsellors, which included both pre and post training, were used to establish coding reliability. Percentage of agreement tests were performed on the nine Checklist items and on the eleven Quantity items. This was accomplished by summing the number of items which the coder and the trainer agreed upon, and dividing this sum by the total number of items checked. In addition, for the Quantity items reliability was also established on individual items (see Table 3) to ensure that the relative frequency of certain categories were not unduly weighted in the total interview summation. This was not necessary in the Checklist portion of the coding, as the activity coded was either present or not present.

Table 2 summarizes the inter-rater reliabilities obtained, which ranged from 88.9 to 100% for the Checklist items, and 94.0 to 96.03 for the Quantity items. It is important to mention here, lest these reliability figures seem unrealistically high, that firstly there were only nine Checklist items in each interview which could be marked or not marked. An 88.9% agreement reflects that the coder and trainer disagreed on whether or not one activity occurred during that interview.

On the Quantity items, the number of times an item was checked in one interview ranged from zero (checks out driver's feelings) to thirty-four (asks open-ended questions). The high reliability obtained actually reflects the total number of times these combined activities were observed. Because of the wide range of scores, the reliability scores are necessarily inflated, which is why we also checked inter-rater reliability on each individual item (Table 3). Again, the percentage of agreement appears to be high. However, there is no way of ascertaining whether the coders were checking the identical behaviors each time an item was scored. Nonetheless, since the totals are consistent, this indicates that global reliability is very high, whether item reliability is or not, and these high global reliability co-efficients are clearly adequate to justify further analysis of the observations made by the trained coder.

6.3/ Counsellor Peer Evaluations

The results in this section are based on the analysis of the Phase V Follow-up Session peer evaluations, using the rating sheets described in Section 5.2 for Phase IV, on pages 25 and 26. Samples of these rating sheets also appear in Appendix B.

INTERVIEW NUMBER	Across Interview Agreement							
	1	2	3	4	5	6	7	8
CHECKLIST ITEMS	88.9	77.7	100.0	77.7	100.0	88.9	88.9	88.9
QUANTITY ITEMS	94.2	94.0	94.9	95.7	94.8	96.3	96.3	95.9
OVERALL	91.6	97.0	97.4	97.9	97.4	92.6	98.2	92.9

*See table 3

TABLE 2
FINAL SUMMARY OF INTER-RATER RELIABILITY
BASED ON PERCENTAGE AGREEMENT

Asks open-ended questions	97.4
Answers own questions	88.5
Paraphrases driver's statements	90.0
Reinforces driver's contributions	94.3
Argues with driver	100.0
Gives feedback (descriptive, not evaluative)	93.3
Checks out driver's feelings	100.0
Gives information	94.6
Gives advice	96.8
Clarifies statements	96.1
Checks out driver's understandings	94.7
Overall reliability across quantity items	95.9%

TABLE 3 INTER-RATER RELIABILITY ACROSS QUANTITY ITEMS

Appendix C contains an example of peer ratings for each of the counsellors. The first reported statements on these summaries are the counsellor's original improvement objectives, which were obtained at the conclusion of the initial training session. These were relayed to the counsellors at the conclusion of each role-played interview, prior to rating of skills. Skills were rated on a range of 1 to 5, with 1 reflecting a poor rating and 5 an excellent rating.

There were seven skills rated. These were:

- ability to listen
- ability to ask open-ended questions
- ability to give information
- ability to clarify and summarize
- ability to control interview
- ability to engage driver, and
- ability to gain commitment to change driving habits.

Table 4 gives a summary of the overall average peer ratings for each counsellor, and rank orders them according to their perceived abilities and skills. Tables 5 through 11 break down the counsellor rankings into the individual skill categories. It appears that there is considerable consistency between skill categories. Counsellors who are ranked high overall are ranked high on all categories, while low ranking counsellors overall are consistently ranked low on all categories. For instance, Counsellor No. 4, who was ranked first overall, had a range of 1 to 4 on his peer ratings. This was made up of three "1st" ratings, three "2nd" ratings, and one "4th" rating, with his weakest area being in his ability to control the interview. Counsellor No. 10, who was ranked 16th overall, had a range of 12 to 16 on his peer ratings. His range consisted of three ratings of "16th", three ratings of "15th", and one rating of "12th". Interestingly enough, his strongest area was in his ability to control the interview.

<u>COUNSELLOR NO.</u>	<u>AVERAGE (SCALE 1 TO 5)</u>	<u>RANGE</u>	<u>RANKED ORDER</u>
2	3.70	3.40 to 3.87	9
3	3.05	2.76 to 3.47	15
4	4.35	4.00 to 4.99	1
5	3.95	3.53 to 4.82	4
6	4.02	3.85 to 4.25	3
8	3.79	3.43 to 4.00	5
9	4.18	3.94 to 4.33	2
10	2.72	2.24 to 3.71	16
11	3.47	2.59 to 4.05	13
12	3.49	2.59 to 3.94	=11
13	3.64	2.72 to 4.28	10
14	3.45	2.39 to 3.89	14
15	3.71	3.29 to 4.11	= 7
16	3.78	2.88 to 4.94	6
17	3.71	3.26 to 4.05	= 7
18	3.49	3.24 to 3.65	=11

OVERALL GROUP AVERAGE = 3.67

OVERALL GROUP MEDIAN = 3.71

TABLE 4 PEER RATINGS OF COUNSELLING SKILLS
AFTER TRAINING COMPLETION - SUMMARY

OVERALL PEER AVERAGE = 3.62

<u>Counsellor No.</u>	<u>Average Ranking</u>	<u>Ranked Order</u>
	-	-
2	3.86	4
3	2.89	15
4	4.00	2
5	3.82	6
6	3.85	5
	-	-
8	3.76	7
9	4.28	1
10	2.29	16
11	3.64	12
12	3.67	= 9
13	3.33	14
14	3.67	= 9
15	3.71	8
16	3.61	13
17	3.90	3
18	3.65	11

TABLE 5 "ABILITY TO LISTEN" SKILL RANKINGS

OVERALL PEER AVERAGE = 3.63

<u>Counsellor No.</u>	<u>Average Rating</u>	<u>Ranked Order</u>
2	3.40	12
3	2.94	14
4	4.99	1
5	4.06	3
6	3.95	= 4
8	3.88	7
9	4.28	2
10	2.59	15
11	3.32	13
12	3.94	6
13	3.56	10
14	2.39	16
15	3.71	8
16	3.65	9
17	3.95	= 4
18	3.41	11

TABLE 6

"ABILITY TO ASK OPEN-ENDED
QUESTIONS" SKILL RANKINGS

OVERALL PEER AVERAGE = 3.88

<u>Counsellor No.</u>	<u>Average Rating</u>	<u>Ranked Order</u>
2	3.86	11
3	3.00	15
4	4.38	2
5	3.71	13
6	4.15	4
8	3.82	12
9	3.94	= 8
10	2.65	16
11	4.05	= 5
12	3.94	= 8
13	4.28	3
14	3.89	10
15	4.05	= 5
16	4.67	1
17	4.05	= 5
18	3.65	14

TABLE 7 "ABILITY TO GIVE INFORMATION"
SKILL RANKINGS

OVERALL PEER AVERAGE = 3.65

<u>Counsellor No.</u>	<u>Average Rating</u>	<u>Ranked Order</u>
2	3.87	5
3	2.76	16
4	4.39	1
5	3.82	7
6	4.05	4
8	3.43	= 9
9	4.11	2
10	2.82	15
11	3.86	6
12	3.17	13
13	4.06	3
14	3.50	8
15	3.29	11
16	2.88	14
17	3.43	= 9
18	3.24	12

TABLE 8 'ABILITY TO CLARIFY AND SUMMARIZE'
SKILL RANKINGS

OVERALL PEER AVERAGE = 3.96

<u>Counsellor No.</u>	<u>Average Rating</u>	<u>Ranked Order</u>
2	3.86	10
3	3.47	14
4	4.29	4
5	4.82	2
6	4.25	5
8	4.00	8
9	4.33	3
10	3.71	12
11	3.45	15
12	2.59	16
13	4.17	6
14	3.89	9
15	4.11	7
16	4.94	1
17	3.63	13
18	3.82	11

TABLE 9 "ABILITY TO CONTROL INTERVIEW"
SKILL RANKINGS

OVERALL PEER AVERAGE = 3.50

<u>Counsellor No.</u>	<u>Average Rating</u>	<u>Ranked Order</u>
2	3.53	= 8
3	2.89	14
4	4.19	1
5	3.53	= 8
6	3.85	3
8	3.82	= 4
9	4.11	2
10	2.76	15
11	2.59	16
12	3.78	6
13	3.39	=11
14	3.22	13
15	3.82	= 4
16	3.39	=11
17	3.75	7
18	3.41	10

TABLE 10

"ABILITY TO ENGAGE DRIVER"
SKILL RANKINGS

OVERALL PEER AVERAGE = 3.47

<u>Counsellor No.</u>	<u>Average Rating</u>	<u>Ranked Order</u>
2	3.53	7
3	3.39	8
4	4.19	2
5	3.88	4
6	4.05	3
8	3.81	5
9	4.22	1
10	2.24	16
11	3.41	9
12	3.33	=10
13	2.72	15
14	3.61	6
15	3.29	12
16	3.33	=10
17	3.26	13
18	3.24	14

TABLE 11 "ABILITY TO GAIN COMMITMENT TO
CHANGE DRIVING HABITS" SKILL RANKINGS

6.4/ Counsellors' Performance Self-Esteem Ratings

Pre and post training scores, on the Performance Self-Esteem Scale, were obtained for fourteen counsellors. One counsellor did not complete the pre-training tests, and a second counsellor's post training materials were lost in the mail.

It had been hypothesized that positive changes in counsellors' performance self-esteem would occur as a result of the training undertaken. T-tests of significance were used to analyze the scores obtained before and after treatment. Four t-tests were calculated, one on total Performance Self-Esteem Scores, and the other three on the Ability, Performance and Social Sub-scores. Total and sub-score differences were not significant for any of the t-tests, indicating the group did not change in the direction predicted prior to testing. The actual scores obtained for each of the driver improvement counsellors before and after training occurred, can be found in Table 12.

Comparing pre and post scores, using Pearson product-moment correlations, we find that all pre-training scores are positively correlated, as are all post-training scores, with the exception of the Social score comparison with Total or Performance Scores. Since the social score is

Counsellor

PRE-TRAINING SCORES

POST-TRAINING SCORES

	Total	Soc- ial	Abil- ity	Perfor- mance		Total	Soc- ial	Abil- ity	Perfor- mance
2	100	42	37	63		125	40	37	88
3	64	31	29	35		88	39	36	52
4	84	45	37	47		82	43	35	47
5	120	26	30	90		95	22	35	60
6	117	33	40	77		113	37	39	74
8	110	38	36	74		138	41	45	93
9	107	40	43	64		100	42	42	58
10	129	35	42	87		105	34	38	67
11	64	40	28	36		75	39	31	44
12	123	49	41	82		143	48	43	100
13	100	43	37	63		100	43	35	65
14	114	44	40	74		121	41	40	81
15	77	36	29	48		---	--	--	--
16	100	38	35	65		88	34	33	55
17	74	38	35	39		78	39	33	45
18	---	--	--	--		125	39	41	84

TABLE 12 PERFORMANCE SELF-ESTEEM SCORES

separate and is not included in the calculation of the total score, this result is not surprising. What this correlation does tell us, for example, is that counsellors scoring high or low on pre-ability, tended also to score in the same direction on pre-social and pre-performance, as well as on their pre-total scores.

Since there was no significant mean difference in scores, this indicates that all shifts are independent of one another. In other words, a change on one sub-scale was not related in either number or direction to a change on another sub-scale or on the total scale. If we compare scores counsellor by counsellor, (see Table 15) it soon becomes apparent that relatively small changes occurred between pre-training and post-training scores in the Social and Ability sub-scales, with an average change of 2.57 and 2.86 points, respectively. The performance sub-scales, however, changed an average of 12.2 points. These changes showed two trends, with eight of the counsellors increasing their scores after training and five decreasing their performance scores. One score did not change. This two-directional shift is the major contributing factor to the non-significant mean difference between pre-training and post-training scores.

<u>CORRELATIONS</u>	<u>PROBABILITY</u>
Total with Ability	< .004
Total with Social	< .498
Total with Performance	< .000
Ability with Social	< .049
Ability with Performance	< .028
Social with Performance	< .346

TABLE 13 PEARSON PRODUCT-MOMENT
CORRELATIONS OF PRE-TRAINING
PERFORMANCE SELF-ESTEEM SCALE

<u>CORRELATIONS</u>	<u>PROBABILITY</u>
Total with Ability	< .000
Total with Social	< .122
Total with Performance	< .000
Ability with Social	< .092
Ability with Performance	< .000
Social with Performance	< .140

TABLE 14- PEARSON PRODUCT-MOMENT
CORRELATIONS OF POST-TRAINING
PERFORMANCE SELF-ESTEEM SCALE

6.5/ Comparison of Performance Self-Esteem Scale
Scores and Peer Ratings

When we compare the Performance Self-Esteem Scale scores with Counsellors' peer ratings, we discover that (with one exception), the five counsellors with decreased performance sub-test scores were ranked in the top six by their peers. These were counsellors ranked 2nd, 3rd, 4th, and 6th.

The counsellor ranked No. 1 by his peers was the one who showed no change in his Performance Self-Esteem Scale performance sub-scale score. The one anomaly was the last ranked counsellor, number 16, whose post-training score decreased ten points from his pre-training score.

Counsellors ranked 9th, 11th, 13th, 14th and 15th showed reasonable increases in their performance sub-scale scores, as did Counsellor No. 5.

In other words, more than one-third of the tested population's scores changed in an unexpected direction. To complicate matters, these counsellors are generally the ones judged most highly skilled by their peers. One can only postulate that this occurrence may possibly reflect a higher level of conscientiousness in the more skilled counsellors, who after having now been exposed to formal counselling techniques, are more aware of the range and quality of skills required, and this has depressed their impressions of their own levels of performance. (See Table 15)

<u>Counsellor No.</u>	<u>Social</u>	<u>Ability</u>	<u>Performance</u>	<u>Counsellor Peer Ranking</u>
2	-2	0	+25	9
3	+8	+7	+17	15
4	-2	-2	0	1
5	-4	+5	-30	4
6	+4	-1	- 3	3
8	+3	+9	+19	5
9	-2	-1	- 6	2
10	-1	-4	-20	16
11	-1	+3	+ 8	13
12	-1	+2	+18	11
13	0	-2	+ 2	10
14	-3	0	+ 7	14
16	-4	-2	-10	6
17	+1	=2	+ 6	7
	<u>Range</u> -4 to +8	<u>Range</u> -4 to +9	<u>Range</u> -30 to +25	
	<u>Average</u> 2.57 pts.	<u>Average</u> 2.86 pts.	<u>Average</u> 12.1 pts.	

TABLE 15

CHANGES IN LEVELS OF
PERFORMANCE SELF-ESTEEM

6.6/ Counsellors' Interview Behaviors

Four interviews prior to training and four after training interviews were coded for each counsellor. Again, there were only 14 counsellors for whom complete data were available. Two-tailed t-tests were calculated for the coded data to determine if significant changes occurred overall.

In the nine item checklist category, significant differences were observed on two variables. These were, "obtains agreement that a problem exists" ($p < .002$) and "obtains commitment for change" ($p < .012$). Near significance, ($p < .088$) was obtained on "generates alternative solutions".

In the eleven-item Quantity items category, significant changes occurred in the "gives information" ($p < .045$) and in the "checks out driver's understanding" categories. Near significance ($p < .086$) was obtained in the "paraphrases driver's statements" category.

Individual counsellors' differences between pre-training and post-training activities can be found summarized in Appendix D .

Considering the checklist items with nine possibilities for directional change, multiplied by the fourteen counsellors who provided both pre-training and post-training audio tapes, we have a total of 117 possibilities for change. It would appear feasible to delete 13 of these possibilities for activity number one, "introduces self" as this was not observed on any of the tapes, either pre or post training as it occurred, if it occurred, prior to the taping of the interview. Out of the remaining 104 items, we have 46 behavioral changes in a positive direction, with 48 no-change items and 10 changes in a negative direction.

Looking at the eleven Quantity items, we again eliminate one category, "gives advice", as that activity was deemed neutral during training, as to its impact on the interview. This leaves us with 130 possibilities for directional change in the Quantity items category. (It should be noted here that two items, "answers own questions" and "argues with driver" are considered to be negative behaviors and are thus scored in the opposite direction to the other eight items.) Of these 130 possibilities, we have 64 changes in a positive direction, 32 with no change and 34 changes in a negative direction. Three counsellors were responsible for 44% of the negative directional changes, (with each having five negative shifts). One of these has recently left the program

and since he also was responsible for 9 of the "no change" items in the Checklist category, this may be indicative of a pre-change winding down of activities. Interestingly enough, one of the other counsellors experiencing a negative directional shift was Counsellor No. 5, who was rated 4th overall by his peers and whose performance self-esteem suffered a dramatic drop after training. Perhaps his Performance Self-Esteem Scale score was an accurate reflection of his decreased level of performance in the Quantity items category. This counsellor, however, demonstrated considerable change in the positive direction on his Checklist items, with six positive changes, one no change and one negative change.

It would possibly have been useful to administer the Performance Self-Esteem measure after Peer Rating Feedback had been given to the Driver Improvement Counsellors, to assess what impact, if any, this had on their perceptions of their abilities and performance.

Generally, however, the change in performance in a positive direction is encouraging. If we consider the magnitude of change, as well as the direction, we find for example, the Checklist items producing 1.63 new activities or global interactions on average per interview after the training program was completed. On the other hand, where shifts in a negative direction occurred, they accounted for a drop of only .39 interactions per interview.

Since significant and near-significant change occurred in the areas of "obtains agreement that a problem exists", "generates alternative solutions" and "obtains commitment for change", it would appear that training has been successful in helping Driver Improvement Counsellors achieve at least one of their primary goals.

6.7/ Comparison of Peer Ratings with
Counsellors' Interview Behaviors

When we look at the three top rated driver improvement counsellors, who are Counsellors No. 4, 9 and 6, we find that they showed positive change on most of the significant and near-significant variables, as well as on two other major training areas, "asks open-ended questions", and "gives feedback". Of 24 possible directional changes (8 items x 3 counsellors), the top three counsellors had 22 positive shifts, 1 negative shift and 1 activity showing no change. Looking at the three lowest rated counsellors, those numbered 10, 3 and 11, we find that for the same 24 possible directional changes, they had 11 positive shifts, 4 negative shifts and 9 activities showing no changes (see Table 16).

This comparison indicates that there appears to be a positive correlation between ratings of interviewers and their abilities to either learn or apply new counselling techniques. Whether this is indicative of differences in learning abilities or motivation is not presently clear.

CATEGORY

Counselor No.

	4	9	6	11	3	10
Obtains agreement that a problem exists	+	+	+	/	+	n.c.
Generates alternative solutions	+	+	+	/	-	n.c.
Obtains commitment for change	+	-	n.c.	/	+	-
Asks open-ended questions	+	+	+	/	+	-
Paraphrases drivers' statements	+	+	+	/	+	n.c.
Gives feedback	+	+	+	/	-	+
Gives information	+	+	+	/	+	+
Checks out drivers' understanding	+	+	+	/	n.c.	n.c.
	1st	2nd	3rd	12th	14th	15th
	Top Ranked			Bottom Ranked		

TABLE 16
PEER RANKINGS COMPARED TO INTERVIEW
BEHAVIORAL CHANGE

6.8/ Job Attitude Survey

Paired t-tests were used to analyze pre and post training scores on the Job Attitude Survey. Statistical significance was obtained on two intrinsic factors, "performing creative work" ($p. < .025$) and "receiving more responsibility" ($p. < .000$), indicating that during the time period just prior to commencement of training, and just after training was completed, the perceptions of the counsellors changed significantly in these two areas. Significance at the $p. < .064$ level of confidence was obtained also for the General Intrinsic Score.

Intrinsically motivated employees are considered to be those persons who are motivated and derive satisfaction from the actual performance of the activities associated with their jobs. Alternatively, people are extrinsically motivated to perform tasks if they do them primarily for some external reward, such as salary or status. For the intrinsically oriented person the activity is an end in itself, whereas for the extrinsically oriented individual, the activity is a means to an end.

Herzberg (1959, 1966) originally classified these factors into intrinsic and extrinsic, and he advocates that the intrinsic factors are the main source of satisfaction and motivation, while the extrinsic factors are

the main source of dissatisfaction. If this is indeed the case, then we can conclude that the Driver Improvement Counsellors' job satisfaction levels have shown significant improvement over the counselling training period.

6.9/ Driver Opinion Questionnaires

Questionnaires were administered to drivers of four of the six counsellors who took part in the initial study, primarily to assess whether or not different responses would be elicited from a printed questionnaire than emerged from a face-to-face interview with a researcher. One-hundred and fifteen (115) of these questionnaires were administered just prior to the onset of the training program. At the conclusion of the training program, all Driver Improvement Counsellors were requested to have Driver Opinion Questionnaires completed by drivers they interviewed. Three hundred and eight-five (385) were completed and analyzed as post-training questionnaires.

Demographic Data

Tables 17 through 22 compare biographical data of drivers from the initial study, to both the pre and post-training Driver Opinion data. We find that we are continually dealing with a similar population. The average age of drivers was 27.3 years in the initial study - 28.1 in the pre-training segment and 27.9 in the post-training segment. Mean ages for the same three groups, in the same order, were 23, 24 and 24 years (Table 17).

<u>Driver's Age</u>	<u>Initial Study</u>	<u>Pre- Training</u>	<u>Post- Training</u>
Under 21	24.0%	27.0%	26.0%
21 - 25	36.8%	27.0%	32.0%
26 - 30	10.4%	15.0%	12.0%
31 - 35	9.6%	13.0%	10.0%
36 - 45	8.8%	9.0%	11.0%
over 45	10.4%	9.0%	9.0%
Range	17-65	16-68	17-62
Average Age	27.3 years	28.1 years	27.9 years
Median Age	23 years	24 years	24 years

TABLE 17 DRIVERS' AGE DISTRIBUTION BREAKDOWN

The male/female ratio is gradually changing so that more women appear to be interviewed at the nine demerit point level. The three populations were tapped initially eighteen months ago, then six months later, and finally four months after that. The female component increased from 4.9% to 7.1%, then to 9.7%. It is difficult to say whether or not this is a significant trend, and if, in fact, more women are being convicted of offences under the Highway Traffic Act, and thus increasing the proportion reaching nine demerit point level (Table 18).

Single drivers consistently comprise the largest component of all three populations, ranging from 48.6% in the pre-training group to 59.5% in the initial study (Table 19). Approximately two-thirds of drivers are childless with the percentages ranging from 61.7% in the pre-training group to 69.5% in the initial study (Table 20).

The occupational distribution also remains fairly constant (Table 21). Approximately one-fifth of drivers in all three populations are professional or business people, and ten percent are professional drivers. Sales personnel account for just under 8%, and blue-collar workers (combining the 4th and 5th categories) range from 42.1% in the post-training study to 53.4% in the pre-training study. Drivers with no driver training are also in the majority with percentages ranging from 55.75% in the initial study to 70.4% in the pre-training questionnaires (Table 22).

	<u>Initial Study</u>	<u>Pre- Training</u>	<u>Post- Training</u>
MALE	95.1%	92.9%	90.3%
FEMALE	4.9%	7.1%	9.7%

TABLE 18 DRIVERS' SEX DISTRIBUTION BREAKDOWN

	<u>Initial Study</u>	<u>Pre- Training</u>	<u>Post- Training</u>
Single	59.5%	48.6%	56.9%
Married	30.9%	43.0%	37.8%
Other	9.6%	8.4%	5.2%

TABLE 19 DRIVERS' MARITAL STATUS

	<u>Initial Study</u>	<u>Pre- Training</u>	<u>Post- Training</u>
No children	69.5%	61.7%	66.8%
1 or 2 children	17.5%	28.7%	19.7%
3, 4 or 5 children	10.9%	9.6%	12.5%
6 or more children	2.1%	-	1.0%

TABLE 20 DRIVERS' FAMILY DISTRIBUTION BREAKDOWN

	INITIAL STUDY	PRE- TRAINING	POST- TRAINING
% Business/ Professional	20.2%	18.1%	20.9%
% Office/ Clerical	4.4%	2.9%	6.6%
% Sales	7.4%	7.6%	8.0%
% Technical/ Skilled Labour	38.4%	22.9%	10.0%
% Unskilled, Semi- skilled and Unemployed	12.5%	30.5%	32.1%
% Student	6.7%	8.6%	12.0%
% Professional Drivers	10.3%	9.5%	10.3%

TABLE 21 OCCUPATIONAL DISTRIBUTION BREAKDOWN

	<u>Initial Study</u>	<u>Pre- Training</u>	<u>Post- Training</u>
No Driver Training	55.75%	70.4%	63.6%
High School Driver Training	15.6 %	14.8%	16.4%
Commercial Driver Training	29.45%	12.2%	19.2%
Didn't Specify	-	2.6%	.8%

TABLE 22 DRIVER TRAINING DISTRIBUTION BREAKDOWN

INTERVIEW RELATED INFORMATION

Immediate feelings upon leaving the nine demerit point interview were constant across the three times drivers were queried. "Relieved" was still the predominant feeling, followed by "appreciative". "Informed" was equal second in the initial study, third in the pre-training study, and 4th in the post-training study. "Grateful" was 4th, 4th and 3rd. "Concerned" and "respectful" shared 5th and 6th spots, while "embarrassed" and "happy" also placed in the top seven (Table 23).

In the initial study, theme analyses were done on the responses drivers gave to a series of questions on their impressions of the interview, and events leading up to it. In order to compare data obtained in this present study to the initial study, the same categories, with some very minor modifications, were used to code the drivers' responses. The following is a summary of the tables where the three sets of driver opinions are compared.

The effect of the letter requesting the driver to attend the nine demerit point interview appears to vary considerably. There appears to be little correlation between responses. For instance, in the major category, "concerned, nervous, worried, helpless, upset", the percentage of responses ranged from 23.2 in the initial study to 34.5 in the post-training study. "Drove more

	INITIAL STUDY	PRE-TRAINING	POST-TRAINING
A. Relieved	1	1	1
B. Angry			
C. Frustrated			
D. Happy	5		8
E. Confused			
R. Resentful			
F. Frightened			
G. Grateful	4	4	3
H. Misunderstand			
J. Embarrassed		6	7
J. Appreciative	=2	2	2
S. Informed	=2	3	4
K. Upset			
L. Annoyed			
M. Respectful	=6	7	6
N. Concerned	=6	5	5
O. Bored			
T. Nervous			
P. Indifferent			
Q. Other			

TABLE 23 SUMMARY OF DRIVERS' WEIGHTED RANKINGS OF "FEELINGS"

	<u>Initial Study</u>	<u>Pre- Training</u>	<u>Post- Training</u>
Not much - none	12.0%	8.5%	6.7%
Expected it	17.6%	5.7%	7.2%
Thought about what I'd have to do	0.8%	21.7%	16.2%
Drove more carefully - was more aware	12.0%	26.4%	15.3%
Disappointed with/self- embarrassed	6.4%	6.6%	9.2%
Concerned/nervous/ worried/helpless/upset	23.2%	25.5%	34.5%
Felt caught	1.6%	3.8%	2.2%
Confused	1.6%	1.9%	1.1%
Surprise/shock	15.2%	6.6%	7.8%
Frightened, scared	6.4%	12.3%	12.3%
Depressed/unhappy	6.4%	-	.6%
Angry, frustrated, resentful	8.0%	2.8%	7.0%
Big effect - thought about it every day - worst part	4.0%	8.5%	1.7%

TABLE 24 EFFECT OF LETTER ON DRIVER

carefully, was more aware" ranged from 12.0% in the initial study to 26.4% in the pre-training study. Since the content of the letter did not change over this time period, we can only attribute these differences to chance fluctuation.

Drivers' expectations prior to the interview were more consistent (Table 25). Between 27.2% and 30.0% thought their licences would be suspended. Between 12.8% and 14.4% expected to be lectured and embarrassed. Between 14.2% and 14.5% expected to be tested on their knowledge or driving ability. Between 1.6% and 1.9% mentioned they anticipated being treated fairly. However, there was one large discrepancy in the area of licence retention. In the initial study 33.6% expected to keep their licence while this response dwindled to .9% in the pre-training study and 2.2% in the post-training study. It is hypothesized that this is one area where the face-to-face interviewer was able to elicit more conclusive information than did the questionnaires. If we look at the expectations "didn't know" and "licence suspended", we see that the researcher managed to tap 81.6% of the respondents in one of these three categories, ("didn't know", "licence suspended", "retain licence"), leading one to suspect that this may have been an area probed further by the researcher than the questionnaire itself would indicate.

	<u>Initial Study</u>	<u>Pre- Training</u>	<u>Post- Training</u>
Didn't know	20.8%	20.9%	16.9%
Licence suspended	27.2%	30.0%	28.3%
Rough interview-would be cut to ribbons	8.8%	3.6%	2.7%
Lectured-made to feel guilty/embarrassed- tongue-lashed	12.8%	13.6%	14.4%
Licence threatened	2.4%	3.6%	11.2%
Would lose licence depending on his/her mood	0.8%	1.8%	.5%
Exactly what happened	15.2%	10.9%	8.2%
Test of knowledge and/or driving	14.4%	14.5%	14.2%
Would tell why I shouldn't lose licence	2.4%	8.2%	7.4%
They couldn't take licence	0.8%	-	.3%
Would learn	3.2%	2.7%	3.3%
Would be asked a few questions and talk	6.4%	10.9%	16.1%
Would be treated fairly	1.6%	1.8%	1.9%
Retain licence	33.6%	.9%	2.2%
Nothing - no problem	4.8%	1.8%	1.4%

TABLE 25 DRIVERS' EXPECTATIONS PRIOR TO INTERVIEW

The counsellors' perceived attitudes (Table 26) underwent some changes across time. The "listened/was considerate/understanding/appreciated my circumstances" category went from 12.0% in the initial study to 26.3% in the post-training study. However, this category also jumped 5.4% from the time of the initial study to the time of the pre-study, indicating that change occurred in the behaviors of the four original counsellors prior to training. This could be a reflection of their heightened awareness as a result of taking part in the original study, and of the feedback given them through the published report of this initial study, and in which they were more than ordinarily interested, considering the role they played in its production.

This result was also reflected to greater or lesser extents, in the "professional/firm" category, in the "information/factual/explained" category, and in the "concerned" category, as well as in the "friendly" category.

Two areas reflecting negative attributes, "condescending/parental" and "treated me as just part of the job" showed overall decreases while "respectful" and "wants me to improve" showed overall perceived increases.

	<u>Initial Study</u>	<u>Pre- Training</u>	<u>Post- Training</u>
Didn't know	0.8%	-	.8%
Treated me as just part of the job/insincere/ bored/indifferent	5.6%	.9%	2.8%
Frustrated	0.8%	1.8%	-
Too "genuine"	0.8%	-	-
Didn't like my record	5.6%	3.7%	4.5%
Superior/powerful	4.0%	.9%	3.1%
Condescending/parental	5.6%	3.7%	2.8%
Nervous	0.8%	.9%	.3%
Professional/firm	7.2%	16.5%	12.2%
Informative - Factual/Explained	4.0%	16.5%	15.0%
Respectful	2.4%	.9%	5.7%
Genuine, sincere	0.8%	.9%	2.0%
Made me feel comfortable	2.4%	-	.3%
Helpful	8.8%	5.5%	9.1%
Fair/impartial/honest	12.0%	12.8%	14.4%
Listened - was considerate, understanding, appre- ciated my circumstances	12.0%	17.4%	26.3%
Wants me to improve	2.4%	.9%	4.0%
Concerned	7.2%	23.9%	16.4%
Caring	1.6%	-	-
Treated me well/very good/good communication	14.4%	13.8%	13.0%
Friendly	4.8%	7.3%	10.8%
Polite, pleasant, courteous/nice	15.2%	17.4%	13.9%

TABLE 26 DRIVERS' PERCEPTION OF COUNSELLOR'S ATTITUDE

Drivers' perceptions of the counsellors' interview goals again were consistent across time (Table 27). "To check on driver's attitude" was ranked first in all three studies, while "to find out why drivers are accumulating points" and "to find out what drivers are doing to correct their problems" were either weighted 2nd or 3rd. "To give information and assistance" placed 4th in the initial study and in the post-training study, and 5th in the pre-training study. "To decide whether drivers should be permitted to continue driving" was ranked either 4th, 5th or 6th.

What drivers learned from their nine demerit point interviews (Table 28) changed considerably over time. However, as in the perceived attitudes category, change not only occurred during the training period, but prior to it for the four original counsellors in the initial study. Thus, we cannot attribute the changes to the training program itself, but must assume they occurred because of some other intervention, which was likely the effect of the initial study.

	Initial Study	Pre- Training	Post- Training
1. To teach the correct way to drive	7	7	=7
2. To explain how the police operate			
3. To demonstrate how to drive defensively	9	8	=7
4. To chastise drivers for point accumulation			10
5. To check on driver's attitude	1	1	1
6. To find out what the drivers are doing to correct their problems	2	3	2
7. To find out why drivers are accumulating points	3	2	3
8. To make sure drivers understand the point system	10	9	8
9. To frighten drivers into obeying the law			
10. To reward drivers for coming to the interview			
11. To give information and assistance	4	5	4
12. To show drivers why they must do things differently	8	6	5
13. To decide whether drivers should be permitted to continue driving	5	4	6
14. To make sure drivers' records are correct			
15. To point out to drivers what they are doing wrong	6	10	9
16. To get the driver to promise to be good			

TABLE 27 SUMMARY OF DRIVERS' WEIGHTED RANKINGS OF INTERVIEW GOALS

	<u>Initial Study</u>	<u>Pre- Training</u>	<u>Post- Training</u>
Don't know	0.8%	-	.9%
Little or nothing	12.0%	4.0%	4.4%
How to avoid police	0.8%	-	-
Not worth getting caught	3.2%	4.0%	6.6%
Could save money	0.8%	2.0%	.3%
Could lose licence/how to keep licence	8.0%	12.9%	15.4%
About speeding	9.6%	9.9%	7.9%
Don't fool around with rules of the road	0.8%	11.9%	12.9%
About point system	4.8%	5.0%	4.4%
Keep studying book	0.8%	1.0%	-
Specific tips re driving and laws	26.4%	21.8%	29.9%
More concern about driving	21.6%	28.7%	35.2%
Where mistakes were made	12.0%	13.9%	16.0%
Driving is a privilege	0.8%	6.9%	4.7%
MTC/Counsellors are good people	8.0%	4.0%	5.0%

TABLE 28 WHAT DRIVERS LEARNED

Changes drivers expected to make were again subject to the same influences mentioned above, except for one category, "incorporate specific tips", which remained relatively constant across the initial study and the pre-training study, but doubled in the post-training session (Table 29).

Drivers expected to make changes for different reasons across the three studies. Two categories "counsellor was frank, concerned and sincere, and explained the situation", as well as "accidents, safety, effects of poor driving" remained relatively static in the first two studies, but dramatically increased in the post-training study. It would appear that providing the drivers with information and explanations exerted a positive impact on their cognitions and influenced their decisions to change their behaviors. (Table 30)

Interview outcomes were reported with between 90.1% and 96.0% of drivers retaining their licenses unconditionally (Table 31). Drivers' opinions on why counsellors made their final decisions (Table 32) and the timing of these decisions (Table 33) were again changed, but as before, the change also occurred in the interim between the initial study and the pre-training study, resulting in us not being able to attribute change to the training program, at least for those four counsellors.

	<u>Initial Study</u>	<u>Pre- Training</u>	<u>Post- Training</u>
None	20.0%	6.1%	2.0%
Stay away from Counsellor and interview	1.6%	.9%	1.1%
Already slowed down	0.8%	2.7%	1.7%
Stop speeding	20.0%	29.7%	29.7%
Avoid losing points/ getting tickets	8.8%	2.7%	4.0%
Listen to Counsellor/ obey	1.6%	1.8%	.8%
Stop drinking and driving	0.8%	-	-
Pay attention to road signs and rules - obey laws	4.0%	14.4%	13.6%
Have more respect for MTC	0.8%	-	1.7%
Incorporate specific tips	5.6%	6.3%	12.7%
Learn more	0.8%	-	1.1%
Drive more carefully - better - be more aware and defensive	43.2%	64.0%	62.6%

TABLE 29 CHANGES DRIVERS EXPECTED TO MAKE

	<u>Initial Study</u>	<u>Pre- Training</u>	<u>Post- Training</u>
Avoid cops	0.8%	-	-
Fear of losing licence	13.6%	48.5%	45.4%
Money	4.8%	11.3%	8.3%
Didn't want to repeat experience	0.8%	6.2%	4.3%
Work	3.2%	4.1%	6.0%
Given second chance	4.0%	2.1%	1.7%
Understand weaknesses	1.6%	3.1%	1.7%
What I learned	12.0%	21.6%	21.2%
Made sense to change- reinforced new decisions	9.6%	7.2%	3.3%
Counsellor was frank, concerned and sincere- explained situation	12.8%	11.3%	20.5%
Accidents/safety/ effects of poor driving	13.6%	14.4%	20.9%

TABLE 30 WHY DRIVERS EXPECTED CHANGES

	INITIAL STUDY	PRE- TRAINING	POST- TRAINING
% RETAINED	92.4%	90.1%	96.0%
% CODE 5 or SUSPENSION	5.7%	6.3%	3.2%
% DON'T KNOW OR OTHER	1.9%	3.6%	.8%

TABLE 31 DRIVER REPORTED INTERVIEW OUTCOME

	<u>Initial Study</u>	<u>Pre- Training</u>	<u>Post- Training</u>
Percentage Don't Know	6.0%	8.2%	10.6%
Percentage Driver's Recent Improvement	10.2%	13.4%	5.6%
Percentage Driver's Attitude and Response to Interview	28.8%	58.8%	61.6%
Percentage Counsellor Accepted/Understood Circumstances	17.4%	10.3%	12.9%
Percentage Driver's Past Record	9.0%	7.2%	8.6%
Percentage Driver Accepted Responsibility	14.0%	16.5%	16.6%
Percentage Driver's Needs	18.9%	5.2%	7.3%
Percentage Driver Close to Automatic Suspension	2.8%	1.0%	1.3%
Percentage Driver Hasn't Accumulated Enough Points	7.0%	1.0%	2.0%
Percentage Driver's Violations Not Serious	10.9%	-	4.0%

TABLE 32 DRIVERS' OPINION ON COUNSELLOR'S FINAL DECISION

	INITIAL STUDY	PRE- TRAINING	POST- TRAINING
% "BEFORE I CAME IN"	15.6%	4.5%	1.6%
% "EARLY IN INTERVIEW"	13.7%	13.5%	11.6%
% "MID-POINT OF INTERVIEW"	26.2%	20.7%	25.5%
% "NEAR THE END"	35.9%	36.0%	29.3%
% "DON'T KNOW"	8.6%	25.2%	32.0%

TABLE 33 DRIVERS' OPINIONS OF COUNSELLORS' DECISION TIMING

6.10/ Comparison of Driver Opinions With Counsellors'
Interview Behaviours

Categories where drivers' opinions on counsellors' attitudes differed greatly from the initial and pre training phases to the post training phase were in areas of empathy. Drivers perceived the trained counsellors to be "respectful" and "listened/was considerate/understanding/ appreciated my circumstances". In the same vein, negatively perceived attributes such as "condescending/parental" and "treated me as just part of the job" decreased. These perceptions correspond with the post training changes observed in the taped counsellors' interview behaviour, particularly in the near significance and significance obtained in "paraphrases driver's statements" and "checks out driver's understanding" categories. The art of active listening was one of the major skill goals of the counsellor training program, however, it was a growth area that for various reasons was next to impossible to objectively assess using audiotapes. It does appear, however, from this evidence, that this skill has been developed and/or improved in the repertoire of the Driver Improvement Counsellors. This is supported by the reasons drivers gave for expecting to make changes. The category, "counsellor was frank, concerned, sincere and explained the situation" showed considerable after training change.

An additional area revealing differences was in that of the drivers perceiving the trained counsellors to be more

concerned with change in driver habits than previously observed. The "wants me to improve" attitude category corresponds with the significant observed counsellor behaviours of "obtains agreement that a problem exists" and "obtains commitment for change", again indicating that the training program was successful in achieving its interview goals.

Supporting this assumption, those reasons drivers gave for their willingness to change their behaviours (which changed across time) were the ones relating to safety factors and more knowledge obtained during the interview. Again, the "gives information" category was significantly different before and after training, and this counsellor behaviour change has been observed by the drivers and obviously has had the desired effect of encouraging them to correct their driving habits. The fact that they state they intend to "incorporate specific tips" also supports the observed increase in counsellor "gives information" behaviour.

7/ CONCLUSIONS AND IMPLICATIONS

It is apparent from the results of this program evaluation that the Driver Improvement Counsellor training program was successful on a number of counts.

First, the Driver Improvement Counsellors are more effective. This has been objectively substantiated by the significant data obtained from their taped interview sessions with drivers. The overall counselling program objective obtained in the goal setting session of Phase I, "To motivate the driver to improve his/her driving behaviour" has been met, at least according to the drivers' self report statements. (Again, it should be mentioned that it would be a valuable contribution to this study and to the other phases of driver improvement research if these statements could be validated. This could be possibly accomplished by looking at the driving records of drivers six or twelve months after they have been interviewed by counsellors who have completed the training program.)

The interview goals, which also were established as a basis for designing the training program, have been met in varying degrees.

The first one, "To find out how the driver is developing a record" was broken down into components which involved

various counsellor behaviours such as asking open ended questions, paraphrasing driver's statements, and reinforcing driver's contributions. Although only one of these showed near significant change after training, the fact that the drivers themselves perceived the counsellors as listening more and being more interested and concerned, as well as wanting them to improve, would indicate at least minimum success in this area.

The second goal, "To obtain driver's self-analysis of his/her driving record" was accomplished with similar techniques to the first goal. Clarification of the drivers' statements assisted in this, but the major factor indicating success is the significant change found in the "obtains agreement that a problem exists" area.

Achievement of the third goal, "To provide corrective information" is clearly indicated by the significant change in the "gives information" category. This knowledge and information component was also increasingly quoted by the drivers as a reason for them to make changes in their driving habits.

The fourth goal, "To establish driver's future intent and obtain commitment" was also accomplished. The significant difference in the interview behaviour, "obtains commitment for change" and the drivers' self-report statements combine to substantiate achievement of this goal.

Whether or not we accomplished the fifth goal, "To evaluate, then determine action and explain" is difficult to assess because of the three different activities mentioned.

Obviously evaluation occurred and action was determined. The fact that there was no appreciable change in counsellors' "announces decisions with reasons" would lead us to believe that the final decision was not adequately communicated to the drivers. This is supported by the large number of drivers who were unable to ascertain when or why the counsellor made his decision. For this reason we are forced to conclude that this final goal was only minimally achieved, if that.

Intrinsic goals of the training program were also met, but not always in the way predicted. Significant changes in counsellors' attitude toward their jobs were observed. Since the training program they measurably perceive their work as being more creative and they are more impressed with the responsibility associated with their tasks and role in the driver improvement program.

The interesting but unexpected results obtained from the performance self-esteem measure which indicates that the higher rated counsellors are now less confident of their performance, may reflect the lack of previous training for this group. The perceived deficiencies in their levels of performance could conceivably act as a motivator to encourage them to further develop their skills and abilities.

On the other hand, it is often said, "nothing succeeds like success", and this may hold true for the many counsellors who felt their performance did improve through training. They will likely be stimulated to continue improving their skills by this experience which they found rewarding. The fact that the counsellors experienced significant changes in their job attitude would support this hypothesis. It is therefore recommended that further training and exposure to counselling skills be given to the Driver Improvement Counsellors in order that they can maintain the momentum generated by the training already received.

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APPENDICES

FOR

EVALUATION OF THE DRIVER IMPROVEMENT COUNSELLOR

TRAINING PROGRAM

APPENDIX A

PHASE II AND PHASE V

PRE & POST TRAINING INSTRUMENTS

CODING SHEET FOR DRIVER IMPROVEMENT COUNSELLING INTERVIEWS

TAPE(S) NO. _____

CHECKLIST:

Introduces self	
Verifies driver identity	
Explains purpose of interview	
Obtains agreement that a problem exists	
Generates alternative solutions	
Determines action plan	
Obtains commitment for change	
Summarizes interview	
Announces decision with reasons	

COMMENTS:

QUANTITY ITEMS:

	Totale
Asks open-ended questions	
Answers own questions	
Paraphrases driver's statements	
Reinforces driver's contributions	
Argues with driver	
Gives feedback (descriptive, evaluative) ^{ask}	
Checks out driver's feelings	
Gives information	
Gives advice	
Clarifies statements	
Checks out driver's understandings	

JOB ATTITUDE SCALE

by Shoukry D. Saleh, Ph.D.

Please DO NOT write or make marks on this re-usable test booklet. A separate answer sheet is provided. Return the question booklet with your answer sheet when completed.

JOB ATTITUDE SCALE

by Shoukry D. Saleh, Ph.D.

10.

Directions:

... t

Indicate in each of the following items which of the two factors will be more satisfying to you as you perform your job. Make only ONE choice for every pair of statements, DO NOT SKIP ANY PAIRS. If you find it hard to choose between two statements, just make the best choice you can.

- | | | | |
|----|---|----|---|
| 1 | a. Seeing results of work
b. Performing creative work | 13 | a. Having a secure job
b. Receiving salary increase |
| 2 | a. Performing creative work
b. Receiving more responsibility | 14 | a. Receiving advancement
b. Having good working relations with subordinates |
| 3 | a. Receiving more responsibility
b. Receiving salary increase | 15 | a. Meeting family needs and expectations salarywise
b. Having good relations with supervisor |
| 4 | a. Having good relations with supervisor
b. Having beneficial personnel policies | 16 | a. Having a competent supervisor
b. Having a secure job |
| 5 | a. Receiving salary increase
b. Having a job of a special prestige | 17 | a. Seeing results of work
b. Having beneficial personnel policies |
| 6 | a. Having good relations with supervisor
b. Receiving advancement | 18 | a. Performing creative work
b. Receiving salary increase |
| 7 | a. Having good relations with supervisor
b. Receiving praise and recognition of work | 19 | a. Receiving more responsibility
b. Receiving advancement |
| 8 | a. Having a job of special prestige
b. Having a competent supervisor | 20 | a. Liking people you work with
b. Having beneficial personnel policies |
| 9 | a. Receiving more responsibility
b. Seeing results of work | 21 | a. Receiving salary increase
b. Having possibility of growth in skill |
| 10 | a. Having beneficial personnel policies
b. Performing creative work | 22 | a. Liking people you work with
b. Receiving advancement |
| 11 | a. Having good physical and social surroundings
b. Receiving more responsibility | 23 | a. Having good working relations with subordinates
b. Liking people you work with |
| 12 | a. Having beneficial personnel policies
b. Having good working relations with subordinates | | |

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- 24 a. Having possibility of growth in skill
b. Having a competent supervisor
- 25 a. Receiving salary increase
b. Seeing results of work
- 26 a. Having good physical and social surroundings
b. Performing creative work
- 27 a. Having good relations with supervisor
b. Receiving more responsibility
- 28 a. Having beneficial personnel policies
b. Having a competent supervisor
- 29 a. Receiving praise and recognition of work
b. Receiving salary increase
- 30 a. Receiving advancement
b. Having a competent supervisor
- 31 a. Having a competent supervisor
b. Having good working relations with subordinates
- 32 a. Having a competent supervisor
b. Receiving praise and recognition of work
- 33 a. Seeing results of work
b. Having good physical and social surroundings
- 34 a. Performing creative work
b. Receiving advancement
- 35 a. Receiving more responsibility
b. Having good relations with subordinates
- 36 a. Having a job of a special prestige
b. Having beneficial personnel policies
- 37 a. Receiving salary increase
b. Meeting family needs and expectations salarywise
- 38 a. Having a job of a special prestige
b. Receiving advancement
- 39 a. Having good working relations with subordinates
b. Having a job of a special prestige
- 40 a. Meeting family needs and expectations salarywise
b. Having a competent supervisor
- 41 a. Receiving advancement
b. Seeing results of work
- 42 a. Having good relations with supervisor
b. Performing creative work
- 43 a. Liking people you work with
b. Receiving more responsibility
- 44 a. Having beneficial personnel policies
b. Having a secure job
- 45 a. Receiving advancement
b. Having good physical and social surroundings
- 46 a. Receiving advancement
b. Having a secure job
- 47 a. Having a secure job
b. Having good working relations with subordinates
- 48 a. Having a job of a special prestige
b. Having a secure job
- 49 a. Seeing results of work
b. Having good relations with supervisor
- 50 a. Performing creative work
b. Having good working relations with subordinates
- 51 a. Receiving more responsibility
b. Having a competent supervisor
- 52 a. Having possibility of growth in skill
b. Having beneficial personnel policies
- 53 a. Having good physical and social surroundings
b. Having good relations with supervisor

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- 54 a. Having possibility of growth in skill
b. Receiving advancement
- 55 a. Having good working relations with subordinates
b. Having possibility of growth in skill
- 56 a. Having possibility of growth in skill
b. Having a job of a special prestige
- 57 a. Having good working relations with subordinates
b. Seeing results of work
- 58 a. Liking people you work with
b. Performing creative work
- 59 a. Having possibility of growth in skill
b. Receiving more responsibility
- 60 a. Having beneficial personnel policies
b. Receiving praise and recognition of work
- 61 a. Having good working relations with subordinates
b. Having good physical and social surroundings
- 62 a. Receiving advancement
b. Receiving praise and recognition of work
- 63 a. Receiving praise and recognition of work
b. Having good working relations with subordinates
- 64 a. Having a job of a special prestige
b. Receiving praise and recognition of work
- 65 a. Seeing results of work
b. Liking people you work with
- 66 a. Having a competent supervisor
b. Performing creative work
- 67 a. Receiving more responsibility
b. Receiving praise and recognition of work
- 68 a. Meeting family needs and expectations salarywise
b. Having beneficial personnel policies
- 69 a. Having good physical and social surroundings
b. Liking people you work with
- 70 a. Meeting family needs and expectations salarywise
b. Receiving advancement
- 71 a. Having good working relations with subordinates
b. Meeting family needs and expectations salarywise
- 72 a. Meeting family needs and expectations salarywise
b. Having a job of special prestige
- 73 a. Having a competent supervisor
b. Seeing results of work
- 74 a. Performing creative work
b. Having a job of a special prestige
- 75 a. Having a job of a special prestige
b. Receiving more responsibility
- 76 a. Receiving salary increase
b. Having good physical and social surroundings
- 77 a. Having a competent supervisor
b. Having good physical and social surroundings
- 78 a. Having good relations with supervisor
b. Having good working relations with subordinates
- 79 a. Having a competent supervisor
b. Liking people you work with
- 80 a. Having a secure job
b. Having possibility of growth in skill
- 81 a. Seeing results of work
b. Having a job of a special prestige
- 82 a. Having a secure job
b. Performing creative work

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- 3 a. Receiving more responsibility
- 3 b. Having a secure job
- 4 a. Receiving advancement
- 4 b. Receiving salary increase
- 5 a. Having good physical and social surroundings
- 5 b. Having a job of a special prestige
- 6 a. Liking people you work with
- 6 b. Having good relations with supervisor
- 7 a. Liking people you work with
- 7 b. Having a job of a special prestige
- 8 a. Receiving praise and recognition of work
- 8 b. Having a secure job
- 9 a. Having a secure job
- 9 b. Seeing results of work
- 10 a. Performing creative work
- 10 b. Having possibility of growth in skill
- 11 a. Meeting family needs and expectations salarywise
- 11 b. Receiving more responsibility
- 12 a. Receiving salary increase
- 12 b. Having good relations with supervisor
- 13 a. Having a secure job
- 13 b. Having good physical and social surroundings
- 14 a. Having good relations with supervisor
- 14 b. Having a competent supervisor
- 15 a. Having a secure job
- 15 b. Liking people you work with
- 16 a. Having a secure job
- 16 b. Meeting family needs and expectations salarywise
- 17 a. Seeing results of work
- 17 b. Having possibility of growth in skill
- 18 a. Receiving praise and recognition of work
- 18 b. Performing creative work
- 99 a. Having beneficial personnel policies
- 99 b. Receiving salary increase
- 100 a. Having good working relations with subordinates
- 100 b. Receiving salary increase
- 101 a. Having good physical and social surroundings
- 101 b. Having possibility of growth in skill
- 102 a. Having a job of a special prestige
- 102 b. Having good relations with supervisor
- 103 a. Liking people you work with
- 103 b. Having possibility of growth in skill
- 104 a. Having possibility of growth in skill
- 104 b. Receiving praise and recognition of work
- 105 a. Seeing results of work
- 105 b. Receiving praise and recognition of work
- 106 a. Performing creative work
- 106 b. Meeting family needs and expectations salarywise
- 107 a. Having good physical and social surroundings
- 107 b. Having beneficial personnel policies
- 108 a. Receiving salary increase
- 108 b. Liking people you work with
- 109 a. Receiving praise and recognition of work
- 109 b. Having good physical and social surroundings
- 110 a. Having good relations with supervisor
- 110 b. Having a secure job
- 111 a. Receiving praise and recognition of work
- 111 b. Liking people you work with
- 112 a. Meeting family needs and expectations salarywise
- 112 b. Having the possibility of growth in skill
- 113 a. Meeting family needs and expectations salarywise
- 113 b. Seeing results of work

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- 114 a. Having beneficial personnel policies
b. Receiving more responsibility
- 115 a. Having beneficial personnel policies
b. Receiving advancement
- 116 a. Having a competent supervisor
b. Receiving salary increase
- 117 a. Having good physical and social
surroundings
b. Meeting family needs and expectations
salarywise
- 118 a. Having possibility of growth in skill
b. Having good relations with supervisor
- 119 a. Liking people you work with
b. Meeting family needs and expectations
salarywise
- 120 a. Receiving praise and recognition of work
b. Meeting family needs and expectations
salarywise

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JOB ATTITUDE SCALE
Shoukry Saleh

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NAME _____ AGE _____ SEX M F
EDUCATION _____ POSITION _____
I.D. Number _____ Date _____

DIRECTIONS

Make your marks (X) heavy.

If A is more satisfying, mark A X B
If B is more satisfying, mark A B X

Erase completely any answer you wish to change. Make one choice for every pair of statements. Do not skip any pairs. If you find it hard to choose between two statements, just make the best choice you can.

- | | | | | |
|-------------|-------------|-------------|-------------|--------------|
| 1. A__ B__ | 25. A__ B__ | 49. A__ B__ | 73. A__ B__ | 97. A__ B__ |
| 2. A__ B__ | 26. A__ B__ | 50. A__ B__ | 74. A__ B__ | 98. A__ B__ |
| 3. A__ B__ | 27. A__ B__ | 51. A__ B__ | 75. A__ B__ | 99. A__ B__ |
| 4. A__ B__ | 28. A__ B__ | 52. A__ B__ | 76. A__ B__ | 100. A__ B__ |
| 5. A__ B__ | 29. A__ B__ | 53. A__ B__ | 77. A__ B__ | 101. A__ B__ |
| 6. A__ B__ | 30. A__ B__ | 54. A__ B__ | 78. A__ B__ | 102. A__ B__ |
| 7. A__ B__ | 31. A__ B__ | 55. A__ B__ | 79. A__ B__ | 103. A__ B__ |
| 8. A__ B__ | 32. A__ B__ | 56. A__ B__ | 80. A__ B__ | 104. A__ B__ |
| 9. A__ B__ | 33. A__ B__ | 57. A__ B__ | 81. A__ B__ | 105. A__ B__ |
| 10. A__ B__ | 34. A__ B__ | 58. A__ B__ | 82. A__ B__ | 106. A__ B__ |
| 11. A__ B__ | 35. A__ B__ | 59. A__ B__ | 83. A__ B__ | 107. A__ B__ |
| 12. A__ B__ | 36. A__ B__ | 60. A__ B__ | 84. A__ B__ | 108. A__ B__ |
| 13. A__ B__ | 37. A__ B__ | 61. A__ B__ | 85. A__ B__ | 109. A__ B__ |
| 14. A__ B__ | 38. A__ B__ | 62. A__ B__ | 86. A__ B__ | 110. A__ B__ |
| 15. A__ B__ | 39. A__ B__ | 63. A__ B__ | 87. A__ B__ | 111. A__ B__ |
| 16. A__ B__ | 40. A__ B__ | 64. A__ B__ | 88. A__ B__ | 112. A__ B__ |
| 17. A__ B__ | 41. A__ B__ | 65. A__ B__ | 89. A__ B__ | 113. A__ B__ |
| 18. A__ B__ | 42. A__ B__ | 66. A__ B__ | 90. A__ B__ | 114. A__ B__ |
| 19. A__ B__ | 43. A__ B__ | 67. A__ B__ | 91. A__ B__ | 115. A__ B__ |
| 20. A__ B__ | 44. A__ B__ | 68. A__ B__ | 92. A__ B__ | 116. A__ B__ |
| 21. A__ B__ | 45. A__ B__ | 69. A__ B__ | 93. A__ B__ | 117. A__ B__ |
| 22. A__ B__ | 46. A__ B__ | 70. A__ B__ | 94. A__ B__ | 118. A__ B__ |
| 23. A__ B__ | 47. A__ B__ | 71. A__ B__ | 95. A__ B__ | 119. A__ B__ |
| 24. A__ B__ | 48. A__ B__ | 72. A__ B__ | 96. A__ B__ | 120. A__ B__ |

On the next page is a list of descriptions about people. For each, please indicate how true the description is of you, in this way:

Mark a 1 in the box beside the description if it is never or almost never true of you.

Mark a 2 if it is usually not true of you.

Mark a 3 if it is sometimes, but infrequently true of you.

Mark a 4 if it is occasionally true of you.

Mark a 5 if it is often true of you.

Mark a 6 if it is usually true of you.

Mark a 7 if it is always true of you.

DESCRIBE YOURSELF

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- 1- Never or almost never true
- 2- Usually not true
- 3- Sometimes but infrequently true
- 4- Occasionally true

- 5- Often true
- 6- Usually true
- 7- Always or almost always true

Productive	
Assertive	
friendly	
tough	
Clever	
Creative	
Self critical	
Able to give orders	
Nervous	
Businesslike	
Self-sufficient	
Logical	
Likes responsibility	
Neighborly	
Does not do about any accomplish- ments	

Self reliant	
Easily hurt	
Good sense of humor	
Inefficient	
Enjoys a challenge	
Pleasant	
Persuasive	
Has initiative	
Willing to take risks	
Powerful	
Acts as a leader	
Intelligent	
Self-conscious	
Warm	
Unstable	
Able to put ideas across	

Pessimistic	
Good business sense	
Individualistic	
Willing to take a stand	
Makes mistakes when flustered	
Gullible	
Sociable	
Ambitious	
Yielding	
Fun to be with	
Headed for success	
Avoids competition	
Competent	
Lack confidence	
Indecisive	
Forceful	

November 13, 1980

Dear Driver:

We are conducting research into the driver counselling process and require your opinions to complete our study.

Please answer the questions on the enclosed questionnaire as honestly and completely as you can. This driver information is anonymous, so do not sign your name to the form. Place the completed questionnaire in the envelope attached, seal it and give it to the person at the reception desk.

Your cooperation in this regard is very much appreciated.

Yours sincerely,

JACKSON SMITH LTD.

Peg MacLeod-Weeks

Peg MacLeod-Weeks,
Researcher.

Encl.

DRIVER QUESTIONNAIRE

1. How do you feel right now? Please read through this list and pick three descriptions that are most appropriate. Number them 1 to 3 in order of their importance.

relieved	_____	appreciative	_____
angry	_____	informed	_____
frustrated	_____	upset	_____
happy	_____	annoyed	_____
confused	_____	respectful	_____
resentful	_____	concerned	_____
frightened	_____	bored	_____
grateful	_____	nervous	_____
misunderstood	_____	indifferent	_____
embarrassed	_____	other	_____
		(explain)	_____

2. What did you think was going to happen in the interview?
3. What effect did the letter you received have on you?
4. Has the interview made you decide to do anything differently?
 Yes _____ No _____
 (a) If yes, what?

(b) If yes, what happened to make you want to change?

5. What was the counsellor's attitude towards you?

6. What did you learn from the interview?

7. What do you think the interviewer's goals were? Please choose three from this list, and number them 1 to 3 in order of their priority.

- ☐ 1. To teach the correct way to drive.
- ☐ 2. To explain how the police operate.
- ☐ 3. To demonstrate how to drive defensively.
- ☐ 4. To scold or chastise drivers for point accumulation.
- ☐ 5. To check on driver's attitude.
- ☐ 6. To find out what the drivers are doing to correct their problems.
- ☐ 7. To find out why drivers are accumulating points.
- ☐ 8. To make sure drivers understand the point system.
- ☐ 9. To frighten drivers into obeying the law.
- ☐ 10. To reward drivers for coming to the interview.
- ☐ 11. To give information and assistance.
- ☐ 12. To show drivers why they must do things differently.

- 13. To decide whether drivers should be permitted to continue driving.
- 14. To make sure drivers' records are correct.
- 15. To point out to drivers what they are doing wrong.
- 16. To get the driver to promise to be good.
9. What was the outcome of the interview?
- (a) licence suspended _____
- (b) re-testing required _____
- (c) retained licence _____
- (d) other (explain) _____
10. Why did the counsellor make the decision he did?
11. When do you think he decided what he was going to recommend?
- (a) before I came in _____
- (b) early in the interview _____
- (c) about mid-way through _____
- (d) at the end of the interview _____
- (e) don't know _____
12. Please complete the following information for our coding purposes.
- AGE _____ MARITAL STATUS _____
- SEX _____ NO. OF CHILDREN _____
- OCCUPATION _____

13. Have you ever taken a driver training course? _____

If yes, was it (a) at high school _____

(b) a commercial course _____

14. Any additional comments?

APPENDIX B

PHASE IV

EVALUATION FORMS

NAME _____

OBSERVER SHEET

CONTENT

What I LikedWhat I Didn't Like

PROCESS

What I LikedWhat I Didn't Like

OBSERVER SHEET - PART 2

SKILLS

1. ABILITY TO LISTEN
1 2 3 4 5
POOR EXCELLENT
2. ABILITY TO ASK OPEN-ENDED QUESTIONS
1 2 3 4 5
POOR EXCELLENT
3. ABILITY TO GIVE INFORMATION
1 2 3 4 5
POOR EXCELLENT
4. ABILITY TO CLARIFY AND SUMMARIZE
1 2 3 4 5
POOR EXCELLENT
5. ABILITY TO CONTROL INTERVIEW
1 2 3 4 5
POOR EXCELLENT
6. ABILITY TO ENGAGE DRIVER
1 2 3 4 5
POOR EXCELLENT
7. ABILITY TO GAIN COMMITMENT TO IMPROVE DRIVING HABITS
1 2 3 4 5
POOR EXCELLENT

APPENDIX C

PHASE V

FOLLOW-UP SESSION PEER EVALUATIONS

- EXAMPLES -

DRIVER IMPROVEMENT COUNSELLOR PEER RATINGS FOR:
COUNSELLOR A

N= 17

OBJECTIVES

- To ask more open-ended questions.
- To paraphrase more.
- To stop monopolizing the interview.

SKILL RATINGS (1=poor, 5=excellent)

	<u>AVERAGE RATING</u>	<u>RANGE</u>	<u>OVERALL PEER AVERAGE</u>
1. Ability to listen.	3.86	3 to 5	3.62
2. Ability to ask open-ended questions.	3.40	2 to 5	3.63
3. Ability to give information.	3.86	2 to 5	3.88
4. Ability to clarify and summarize.	3.87	1 to 5	3.65
5. Ability to control interview.	3.86	3 to 5	3.96
6. Ability to engage driver.	3.53	2 to 5	3.50
7. Ability to gain commitment to change driving habits.	3.53	2 to 4	3.47

DRIVER IMPROVEMENT COUNSELLOR PEER RATINGS FOR:
COUNSELLOR A

N= 17

CONTENT

<u>What I liked.</u>	<u>%</u>	<u>What I didn't like.</u>	<u>%</u>
Speeding and safety	24%	Repetitive monopolizing	12%
Listens	18%		
Empathy	18%		
Open-ended questions	35%		
Control	12%		
Information	24%		
Eye contact	12%		
Obtains commitment	12%		
Drawing out other factors	12%		

DRIVER IMPROVEMENT COUNSELLOR PEER RATINGS FOR:
COUNSELLOR A

N= 17

PROCESS

<u>What I liked.</u>	<u>%</u>	<u>What I didn't like.</u>	<u>%</u>
Eye contact	24%	(nothing really emerged)	
Control	12%	Disinterested	12%
Clarification	12%	Inflexible	6%
Empathy	12%	Unenthusiastic	6%
Open questions	18%	Didn't explain purpose	6%
Listens	12%		
Engages	12%		
Patience (empathy?)	12%		

DRIVER IMPROVEMENT COUNSELLOR PEER RATINGS FOR:
COUNSELLOR B

N= 18

OBJECTIVES

- To be less simplistic.
- To lecture less.
- To make more clarification.
- To make better use of time.
- To make better eye contact.

SKILL RATINGS (1=poor, 5=excellent)

	<u>AVERAGE RATING</u>	<u>RANGE</u>	<u>OVERALL PEER AVERAGE</u>
1. Ability to listen.	2.89	2 to 4	3.62
2. Ability to ask open-ended questions.	2.94	2 to 5	3.63
3. Ability to give information.	3.00	2 to 4	3.88
4. Ability to clarify and summarize.	2.76	2 to 4	3.65
5. Ability to control interview.	3.47	3 to 5	3.96
6. Ability to engage driver.	2.89	1 to 5	3.50
7. Ability to gain commitment to change driving habits.	3.39	2 to 5	3.47

DRIVER IMPROVEMENT COUNSELLOR PEER RATINGS FOR:
COUNSELLOR B

N= 17

CONTENT

<u>What I liked.</u>	<u>%</u>	<u>What I didn't like.</u>	<u>%</u>
Analogies	12%	Closed questions	29%
Confrontation	12%	Poor listening skills	12%
Open-ended question	12%		
Gained commitment	12%		

DRIVER IMPROVEMENT COUNSELLOR PEER RATINGS FOR:
COUNSELLOR B

N= 17

PROCESS

<u>What I liked.</u>	<u>%</u>	<u>What I didn't like.</u>	<u>%</u>
Control	24%	Too much talking	24%
A-A approach	12%	Failure to get commitment	18%
Paraphrasing	12%	Closed questions	35%
Confronting	12%	Poor listening	12%
Eye contact	29%	Preaching	24%
Maintained cool despite criticism	18%	Insufficient eye contact	12%
Open-ended questions	12%	Low key	12%

DRIVER IMPROVEMENT COUNSELLOR PEER RATINGS FOR:
COUNSELLOR C

N= 21

OBJECTIVES

- To not ask double questions.
- To avoid paraphrasing.
- To become more patient waiting for feedback.
- To improve clarification.
- To improve listening.

SKILL RATINGS (1=poor, 5=excellent)

	<u>AVERAGE RATING</u>	<u>RANGE</u>	<u>OVERALL PEER AVERAGE</u>
1. Ability to listen.	4.00	2 to 5	3.62
2. Ability to ask open-ended questions.	4.99	3 to 5	3.63
3. Ability to give information.	4.38	4 to 5	3.88
4. Ability to clarify and summarize.	4.39	3 to 5	3.65
5. Ability to control interview.	4.29	3 to 5	3.96
6. Ability to engage driver.	4.19	3 to 5	3.50
7. Ability to gain commitment to change driving habits.	4.19	3 to 5	3.47

DRIVER IMPROVEMENT COUNSELLOR PEER RATINGS FOR:
COUNSELLOR C

N= 17

CONTENT

<u>What I liked.</u>	<u>%</u>	<u>What I didn't like.</u>	<u>%</u>
Driver involvement	19%	Double questions	14%
Demerit point system	29%	Over-control	14%
Commitment	10%		
Draws diagrams	10%		
Safety	24%		
Feedback	10%		
Questions (open-ended)	24%		
Speeding - confrontation	14%		
Information	14%		
Good opening	10%		

DRIVER IMPROVEMENT COUNSELLOR PEER RATINGS FOR:
COUNSELLOR C

N= 17

PROCESS

<u>What I liked.</u>	<u>%</u>	<u>What I didn't like.</u>	<u>%</u>
Eye contact	19%	Speed	10%
Open-ended questions	43%	Feedback	14%
Control	10%		
Paraphrases	14%		
Summary	10%		
Contact	10%		
Obtains commitment	33%		
Clear direction	10%		
Use of drawing	14%		
A-A approach	10%		
Rapport	14%		
Control	10%		
Listening	24%		
Analogies	10%		
Role reversal	10%		
Confrontation re: responsibility (i.e., ownership of problem)	10%		
Reinforcement	10%		

APPENDIX D

PRE AND POST ACTIVITIES OF NINE DEMERIT POINT INTERVIEWS FOR EACH DRIVER IMPROVEMENT COUNSELLOR

- EXAMPLES -

Counsellor No. A

<u>CHECKLIST:</u> (Maximum 1.00)	<u>AVERAGE</u>	
	Pre	Post
Introduces self	-	-
Verifies driver identity	-	-
Explains purpose of interview	-	-
Obtains agreement that a problem exists	-	-
Generates alternative solutions	-	-
Determines action plan	-	-
Obtains commitment for change	-	-
Summarizes interview	-	-
Announces decision with reasons	-	-

<u>QUANTITY ITEMS:</u> (No maximum)	<u>AVERAGE</u>	
	Pre	Post
Asks open-ended questions	7.25	5.5
Answers own questions	.50	5.0
Paraphrases driver's statements	.25	.25
Reinforces driver's contributions	2.75	2.00
Argues with driver	-	-
Gives feedback (descriptive, not evaluative)	-	.25
Checks out driver's feelings	-	1.25
Gives information	7.5	5.50
Gives advice	15.25	5.00
Clarifies statements	19.00	5.25
Checks out driver's understanding	-	.50

NUMBER OF TIMES ACTIVITY OCCURRED PER INTERVIEW

Counsellor No. B

<u>CHECKLIST:</u> (Maximum 1.00)	<u>AVERAGE</u>	
	Pre	Post
Introduces self	-	-
Verifies driver identity	-	-
Explains purpose of interview	-	.25
Obtains agreement that a problem exists	-	-
Generates alternative solutions	-	-
Determines action plan	-	-
Obtains commitment for change	.50	.75
Summarizes interview	-	-
Announces decision with reasons	-	-

<u>QUANTITY ITEMS:</u> (No maximum)	<u>AVERAGE</u>	
	Pre	Post
Asks open-ended questions	6.75	7.00
Answers own questions	.75	3.25
Paraphrases driver's statements	.50	.25
Reinforces driver's contributions	8.75	8.25
Argues with driver	-	-
Gives feedback (descriptive, not evaluative)	-	-
Checks out driver's feelings	-	-
Gives information	5.75	6.75
Gives advice	8.25	13.00
Clarifies statements	11.50	15.75
Checks out driver's understanding	-	-

NUMBER OF TIMES ACTIVITY OCCURRED PER INTERVIEW

Counselor No. C

<u>CHECKLIST:</u> (Maximum 1.00)	<u>AVERAGE</u>	
	Pre	Post
Introduces self	-	-
Verifies driver identity	1.00	1.00
Explains purpose of interview	1.00	1.00
Obtains agreement that a problem exists	-	.75
Generates alternative solutions	.50	.75
Determines action plan	-	.50
Obtains commitment for change	.50	.75
Summarizes interview	-	-
Announces decision with reasons	.50	1.00

<u>QUANTITY ITEMS:</u> (No maximum)	<u>AVERAGE</u>	
	Pre	Post
Asks open-ended questions	23.25	26.75
Answers own questions	6.75	3.50
Paraphrases driver's statements	1.00	5.00
Reinforces driver's contributions	4.75	4.25
Argues with driver	-	-
Gives feedback (descriptive, not evaluative)	-	5.25
Checks out driver's feelings	-	-
Gives information	10.00	13.25
Gives advice	18.75	11.25
Clarifies statements	24.50	13.25
Checks out driver's understanding	-	2.75

NUMBER OF TIMES ACTIVITY OCCURRED PER INTERVIEW